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ABSTRACT

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) Each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The twenty activities presented in this manual on work and leisure environments encourage maximum participant involvement and small group experiences. These activities cover the following subject areas: trends and job classification systems; job expectations and responsibilities; and leisure-related values, needs, and abilities. Also included are strategies, skill objectives, and application objectives, which can be utilized in organizing program activities about work and leisure environments. (The other seven staff development guides are available as ERIC documents CE 018 147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, and CE 018 163.) (BM)

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WORK AND LEISURE ENVIRONMENTS

by

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APPROXIMATE WORKSHOP TIME ALLOCATIONS

Activity		Minimum Time Allocation	
I.	Introductory Activities		2 hrs.
II.	Orientation and Organizational Format		1 hr.
III.	Text and Activities for Knowledge Objectives		9 hrs.
	A. Trends and Job Classification Systems	3 1/2 hrs.	
	B. Job Expectations and Responsibilities	3 1/2 hrs.	
	C. Leisure-Related Values, Needs, and Abilities	2 hrs.	
IV.	Strategies, Skill Objectives, and Application Objectives		13 hrs.
	A. Curriculum-Based Content and Strategies	4 hrs.	
	B. System Support Services	3 hrs.	
	C. On Call/Responsive Services	3 hrs.	
	D. Individual Development Responsibilities	3 hrs.	
V.	Summary Activities		2 hrs.
	A. Postassessment	1 hr.	
	B. Attitude Survey	1 hr.	

Preface

This training manual is one part in a set of instructional materials developed to facilitate the efforts of Georgia educators in the planning and implementation of comprehensive career guidance programs. The manual is similar in format to other materials in the series. The materials are designed for use with small groups of counselors, teachers and career development specialists who are interested in improving their career guidance competencies. Each unit of training materials is based upon a particular aspect of a comprehensive career guidance system. Through this systematic approach the need for specific staff development program materials and activities can be determined and documented.

Related materials produced by the Georgia Career Guidance Project include audio cassette recordings, transparencies, a sound/slide series, a needs assessment instrument, charts, and various other support materials.

STAFF DEVELOPMENT WORKSHOP MATERIALS

CAREER GUIDANCE TEAMS

GRADES 7-12

I. Introduction

Use Activity 1 - A, B, C to open the workshop. Pass out the training packet after completion of C (either by section, or as a total manual).

Activity 1

A. Ask each participant to place responses to the following four questions on the corners of the name tag, and then mill around in the group for a few minutes of open discussion.

1. Draw a circle on a corner of your nametag. Imagine the circle to represent a clock. How much of your day would be represented by work hours? How much would be leisure hours?

2. What is the name of an occupation you respect most highly?

3. Where is your favorite place of leisure? Answer this question by drawing a symbol representing that place in the third corner.

4. What occupation would you consider entering other than your present one?

One way to help participants get into this exercise is to use yourself as a model, giving sample answers from your own experiences as you ask them to complete their name tags.

B. All of the following quotes or paraphrases contain thoughts or opinions related to work or leisure. Similar to the game of charades, you will ask for three or four volunteers each to pick one of these quotes or paraphrases at random. Each volunteer will spend about 5 minutes thinking about the selected quote, and will then give a brief presentation to the group, elaborating on the view presented in the selection. Each presentation

will be followed by a discussion of the view presented, focusing on the group's reactions to that view, not to the person who presented it.

Quotes and their Corresponding Sources:

1. "You can't eat for eight hours a day nor drink for eight hours a day nor make love for eight hours a day -- all you can do for eight hours is work. Which is the reason why man makes himself and everybody so miserable and unhappy." (Direct quote from William Faulkner, as quoted in Working by Studs Terkel; specific Faulkner work containing the passage not identified.)
2. "The 'work ethic' holds that labor is good in itself; that a man or woman becomes a better person by virtue of the act of working. America's competitive spirit, the 'work ethic' of this people, is alive and well..." (Direct quote from Richard M. Nixon, as quoted in Working by Studs Terkel; apparently from a speech delivered on Labor Day, 1971.)
3. "Work as productive activity that holds personal meaning and satisfaction for the individual is the ultimate goal of career education." (Quote from pp. 23-24 of Career Education: What It Is and How To Do It, Second Edition; by Kenneth B. Hoyt, Rupert N. Evans, Edward F. Macklin, Garth L. Mangum; Olympus Publishing Company, Salt Lake City, Utah, 1974.)

4. "The process of self-identification -- to take the measure of one's potency, to prove one's self, to discover a sphere for consequential action -- activities that fulfill this function often (are) found away from one's job...(with) leisure-time activities (serving) as the sphere for self-definition." (Quote from p. 138 of Work, Leisure, and the American Schools, Thomas F. Green, Syracuse University, Random House, New York, 1968.)

5. Rather than trying to make jobs more meaningful, we should try to help more people find meaning in their lives, to discover a "work" to be accomplished which is different from their "job" -- one shouldn't have to find one's work in one's job. (Paraphrase of a view once expressed by psychoanalyst Bruno Bettelheim; specific source in which this view is expressed is not known.)

6. My father taught me how to work. He did not teach me to love it -- A. Lincoln.

7. Perhaps three-fourths of the patients who come to psychiatrists are suffering from an incapacitating impairment of their satisfaction in work or their ability to work. (K.A. Menninger. Work as a sublimation. Bulletin of the Menninger Clinic, November, 1942, p. 170.)

8. The rejection of the work ethic -- if there is such a phenomenon outside of the headlines -- therefore does not represent hedonism. In part it represents a reaction against long decades of overworking, and a righting of the balance. (P.F. Drucker. Management: Tasks, Responsibilities and Practices, 1975, p. 186.)
9. The sad fact is that most Americans are unprepared to use their leisure for much more than fun and games. In fact, they literally must "work" at enjoying themselves, and our recreation has become just as tedious as our jobs." (Rettie, D.F. A New Perspective on Leisure. Parks & Recreation, August, 1974, p. 24.)
10. "For too long we have been living in a world in which our entire education, our whole philosophy, everything we say or do is predicted on a world of work...We push our children's educations so they can find jobs. We educate them to make a good living -- not to make a good life." (Psychiatrist -- Alexander Martin in Parks & Recreation, August, 1974, p. 24.)

To make the game a little more interesting, the 3 x 5 cards which the volunteers select should not contain the identity of the source; once the selection has been discussed the leader can ask if anyone knows or can guess the identity of the source, but should not reveal the correct identity until towards the end of the discussion, and then ask if knowing the identity of the source changes their reactions to the quote, and if so, how?

Such questions as "What does this selection tell us about the values and attitudes of the source quotes?" can enrich the value of the discussion.

C. This exercise is designed to increase participant awareness of various impressions of the concepts of work and leisure. The following brainstorming activity is suggested to stimulate response.

1. Ask participants to close their eyes and think about the past week.
2. Say "When I say work"; what is the first thing that comes to your mind? What are you doing in that scene? Who is there? How does it feel?
3. Ask participants to open their eyes and jot down some brief notes on their thoughts.
4. On the board, record all the ideas from the group.
5. Repeat process with the word "leisure."

When you have finished your brainstorming you may want to refer to the list given below to supplement or compare with the list your class has generated.

Work

Duties
Labor
Toil
Drudgery
Making a living, earning money
Solving a problem, figuring something out
Doing something productive
Doing something for a purpose
Doing something hard
Task
Occupation
Career
Supporting a family
Accomplishing something
Being busy
Boredom
Routine
Being involved
Being forced to do something
Tension
Frustration
Work ethic
Thinking
Doing something useful
Being responsible for something
Deadlines
Commitment
Trying to achieve a goal

Leisure

Not being in a hurry
Time away from work; free time
Rest
Relaxation
Sports
Hobbies
Social activities such as parties
Club activities such as hobby clubs
Civic activities such as committee meetings
Volunteer activities such as in hospitals
Church activities
Recuperation from work

Entertainment
Relief from boredom
Having nothing to do
Boredom, tension, frustration
Break from routine
Escape
Excitement
Freedom
Self-expression
Creativity
Doing what you want to do
Choice
Having fun

Save these lists for use again in a later activity.

Now hand out the Training Packets and allow time for participants to become familiar with the material in the introductory section.

I. Introduction

For each of us, a life style is determined by the interaction of our work and leisure environments. In his book, The Future of Work and Leisure, Stanley Parker makes the point that we must search for opportunities to develop our own individual potentials. He stresses that no individual or organization exists that will develop us as persons. The responsibility for self-development is internal (Parker, 1971). In order to press for opportunities to realize our individual potentialities in both our work and our leisure environments, we need to understand the ways in which the two environments affect each other as well as the interaction between them; we need to be able to identify our own personal values, needs, and abilities within each of the two environments; and we need the capability to plan and achieve a satisfactory and fulfilling match among our work, leisure environments, and our own personal values, needs, and abilities.

Activity 1

A. You will be provided with a name tag for use in an activity to help you focus on personal aspects of work and leisure.

B. The workshop coordinator has been given a number of direct quotes or paraphrases from a variety of sources, all of which contain thoughts or opinions related to work or leisure. Similar to the game of charades, the coordinator will ask for

three or four volunteers each to pick one of these quotes or paraphrases at random. Each of the volunteers will spend five minutes thinking about the selected quote, and will then give a brief presentation to the group, elaborating on the view presented in the selection. Each presentation will be followed by a discussion of the view presented, focusing on the group's reactions to that view, not to the person who presented it.

C. The workshop coordinator will put the two separate headings "Work" and "Leisure" on a large blackboard for stimuli in a brainstorming session designed to produce a group list of all the different definitions and connotations associated with each term. The group will then discuss the connotations of each item; the similarities and differences between the two lists and between the items in each individual list; and the relative importance of each item to people of different ages, sexes, social classes, and societies.

* * * * * * * * *

These introductory activities were designed to start you thinking about the meanings of and relationships between work and leisure. The workshop materials and activities are designed to help you acquire knowledge and skills which will enable you to identify student outcomes in the area of work and leisure environments and to select, develop, and implement various career guidance processes for achieving those outcomes. Program strategies for achieving student outcomes will be highlighted also.

II. Orientation and Organizational Format

After allowing sufficient time for participants to read this section, encourage brief discussion of the various elements of this packet and then proceed to part III.

III. Text and Activities for Knowledge Objectives

A. Trends and Job Classification Systems

Activity 2

Divide the participants into small groups if the total number permits. Give each group one of the 10 trend cards. Each group will then be asked to prepare a list of 5 possible outcomes of their trend, either positive or negative. These trend outcomes will then be written on cards and used as part of a role-playing game and/or discussion focusing on the various effects trends may have on occupational success.

For example, one trend deals with increasing numbers of women in the work force. One possible outcome of this trend might be:

"Sorry, if you are a man, we have just hired an equally qualified woman for the job. We need more women."

Another possible outcome might be:

"We will hire a husband-wife team to do this job for 50 hours a week, splitting the time between them."

II. Orientation and Organizational Format

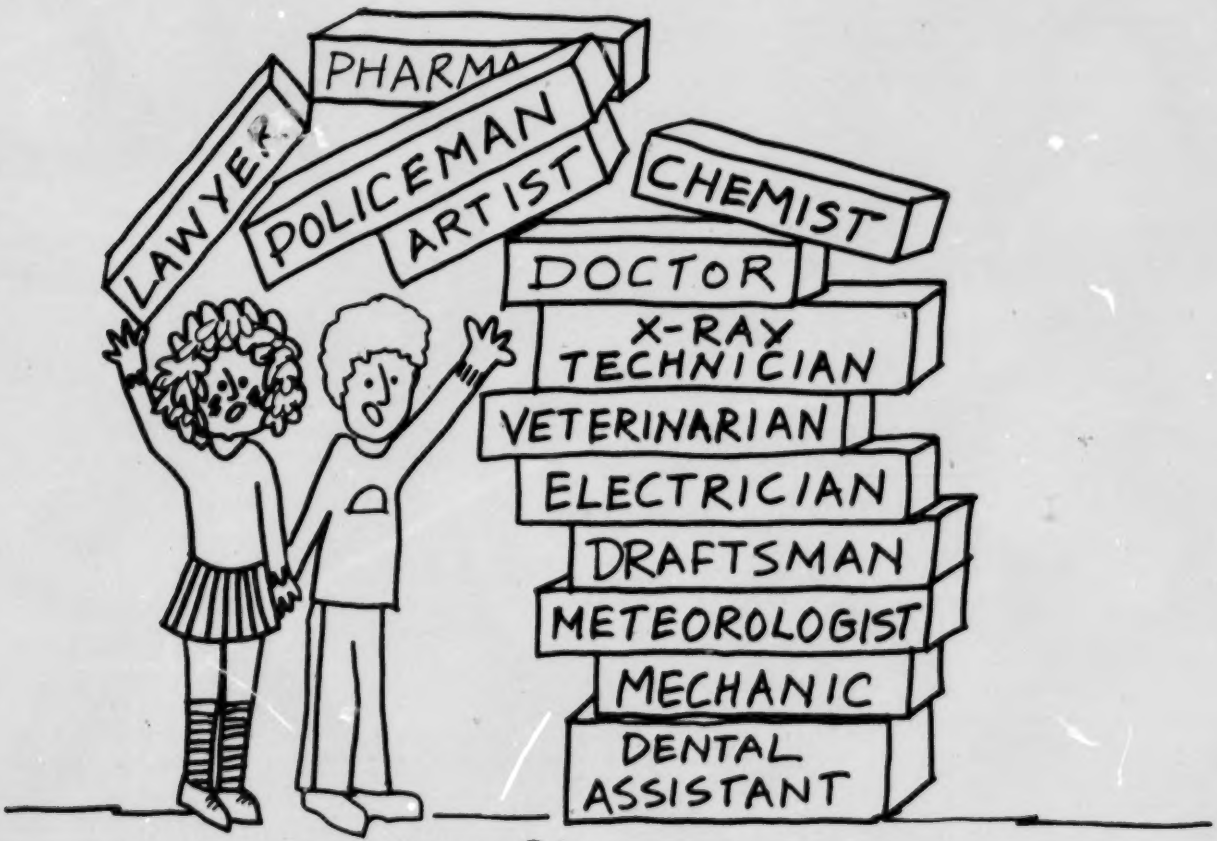
A few short decades ago it would have been unnecessary to provide students opportunities for learning more about work and leisure environments. At a time when children assumed productive and responsible roles in their homes and communities, they were well acquainted with work, work expectations and leisure (or non-work) expectations. Vicarious learning experiences in school merely served to supplement the more extensive direct learning experiences in the home and community. In pre-depression America, youth learned about the occupations and social activities of family and community members through first hand experiences. Work opportunities for youth not only served to augment the family income but also provided an important means of personal growth and development. Several societal and economic changes have dramatically affected the interaction among children and their families and communities. No longer are young people welcomed into the working community. In fact, today's adolescents are experiencing increased periods of segregation from active, purposeful and responsible participation in the working world as they are pressed to spend an increasing amount of time in formal educational structures. As a result of this forced separation they have been unable to develop an experiential understanding of society and the world of work. For youth, the once action-rich environment has now become action poor (Coleman, 1972).

Shifting learning environments

> Perhaps through the schools some of the current unreal expectations about work that are held by young people can be dispelled, thus avoiding much of the disappointment and frustration they feel when they take their first jobs (O'Toole, 1972, p. 145).

Students deserve the chance to better understand work and leisure environments. The variables involved in understanding the characteristics and elements of the two environments seem endless. A simplified perspective of this student need area can be gained from looking at the components separately.

Work is an integral part of life. The preparation of young people for such adult roles as work has long been a major responsibility shared by the family and the school. Changes in such areas as work world structures, work force characteristics, life style desires, and meanings associated with work have combined to produce unprecedented pressures on young people today.



Confronted with technological society, estimated by some to contain more than fifty thousand occupational alternatives and a myriad of entry requirements, young people often become overwhelmed and blindly accept the first occupational or educational option open to them. Students deserve help in decoding the complexities of the work world. They need to know what kinds of occupational and educational options are open to people with their characteristics, skills, and life style desires.

Students deserve to know what levels of basic education are appropriate for specific types of occupations; what occupational competencies must be mastered before one is allowed to assume responsibilities in skilled occupations, semi-professional occupations, licensed occupations; the effects on entry and advancement possibilities of such factors as social class, levels of motivation and aspiration, attention span, primary and special abilities, marital status, ethnic origin, military experience, geographic preferences, sex, employment history, physical characteristics - including handicaps, etc.; how changes in technology, safety and sanitation regulations, product design and the life modify manpower demands; and what employment factors such as job characteristics, adaptability, work satisfaction, potential earnings, will contribute to work adjustment. The school must assume responsibility for providing experiences which foster individual understanding of and participation in the world of work. Only if the student is permitted to learn about occupations and to try out his

Experiential Knowledge

capacities and interests can he make decisions freely and intelligently.

Leisure Values

The centrality of work in determining an individual's future life style is well known, but the importance of leisure pursuits is not so well defined. Students need to explore the values and life styles of people in various occupational fields to understand how work and leisure are interrelated. Leisure and recreation need to be valued rather than considered something less than work. The importance of leisure to the quality of life demands that we provide children increased opportunities to develop leisure interests and skills. At present we allow this developmental process to occur by chance in spite of the evidence that suggests a direct relationship between the leisure involvement of an individual as a child and the leisure activity of the individual as an adult (Yoesting & Burkhead, 1973). Students deserve opportunities for active involvement in a variety of leisure activities. Too often our sponsorship of organized athletic programs has resulted in a spectator-consumer role, the reverse of active involvement. The finely tuned selection process whereby only those who excel in physical skills are allowed to participate encourages a passive observation role for the many who are in most need of active involvement. The same non-participative role is often encouraged in other non-physical areas of leisure.

Students deserve to know about the relationship of work and leisure. While either work or leisure can become the basic rhythm of life for a person, it is more likely that the interaction of the two will serve that function.

> The most important change in work will be that it will become chosen rather than socially imposed activity . . . individuals will be more and more free to choose their work rather than condemned to accept it. The concepts of work and 'free time', which have drifted so far apart at present, may be partly reconciled (Levitan & Johnston, 1974, p. 160).

NEEDS ASSESSMENT

Evidence of student needs in the area of work and leisure environments can be documented in a review of several sources.

A statewide needs assessment conducted by the Georgia Career Guidance Project concluded that Georgia high school students:

- Lack the ability to visualize themselves in a work setting
- Lack knowledge about job duties, working conditions, occupational interests and skills, and occupational preparation requirements
- Are not involved enough in exploratory occupational experiences
- Exhibit traditional sex role stereotyping of occupations
- Want to learn about working conditions of jobs that are of interest to them
- Want to learn more about what to expect on a job

Similarly, the American College Testing Program concluded from their National Needs Assessment Study that many students may be making career decisions with the aid of only a limited knowledge of the world of work (Noeth, Roth and Prediger, 1975). A Special Task Force for the Secretary of Health, Education and Welfare documented and then discussed many important topics relating to Work in America (1974): the function of work; changing attitudes toward work; blue and white collar problems; conditions of minorities and women workers; work and health; the redesign of jobs; and relationships between work and schooling. Work is Here to Stay, Alas (Levitan & Johnson, 1973) and Working (Terkel, 1972) are other major sources that have focused on this topic.

The White House Conference on Youth that deals with major national crises noted that young people were frustrated over the following (Venn, 1972):

1. The lack of any real experience in society - either work experiences or relevant societal participation
2. The lack of flexibility in educational processes and programs
3. The lack of optional patterns toward preparation for the future
4. The lack of knowledge in counselors and teachers as to what the future would be or what the real world is like today
5. The apparent lack of concern by the educator for the need to change

Important State reports also support the need for educational contributions to desired student outcomes in the area of work and leisure environments. A commission of the Georgia State Board of Education formulated Goals for Education in

Georgia which included the following statements (1970):

It is desired that the individual . . .

- . . . appreciates the value of the occupations of others
- . . . possesses an appreciation of work as desirable and necessary
- . . . understands and values the functions, relationships and responsibilities of labor and management in a free society
- . . . possesses knowledge and understanding of a wide variety of occupational fields
- . . . possesses pride in workmanship and accomplishment
- . . . respects and cares for the property of his employer and fellow workers
- . . . possesses ability to adjust to changing jobs and job requirements
- . . . recognizes the impact of science and technology on jobs and job requirements
- . . . possesses sufficient skill and interest in an area of activity other than that of his vocational choice to be able to make constructive use of leisure time in some avocational pursuit

Professional career guidance associations also identified specific needs in this area (NVGA, 1973):

- . . . understanding of the work society and those factors that affect its constant change including worker attitudes and discipline
- . . . awareness of the part leisure time may play in a person's life
- . . . understanding of information and skills necessary to achieve self-fulfillment in work and leisure

The domains and goal areas outlined in the chart below provide a contextual framework for the understanding of student needs in the area of work and leisure environments. The complete model was developed to reflect the results of the comprehensive needs assessment.

INTERPERSONAL EFFECTIVENESS

Human Relations Skills
Relating With Significant Others
Self Validation

Comprehensive Model

WORK AND LIFE SKILLS

Daily Living
Employability
Work and Leisure Environments

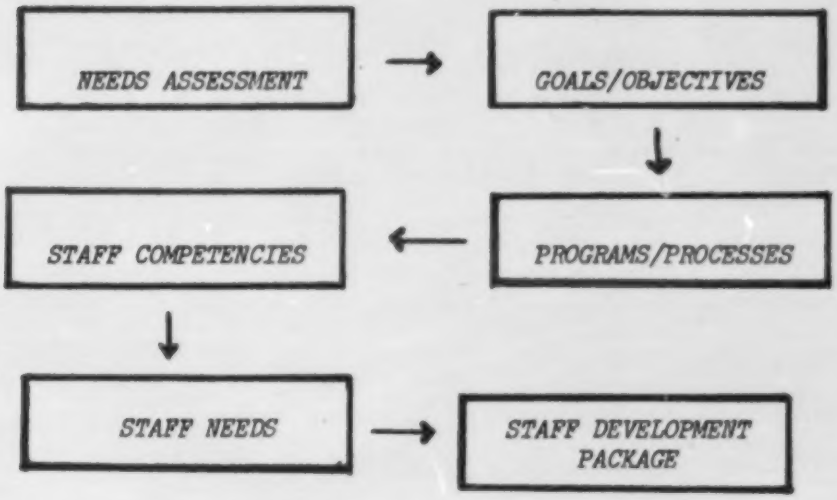
Focus of this package ←

LIFE CAREER PLANNING

Planning Skills
Educational Environment
Self Understanding

GOALS/OBJECTIVES

The comprehensive needs assessment study, which provided the data and comments included on the preceding page, was undertaken as a first step in a systematic effort to plan effective career guidance programs. The derivation of specific goals and objectives from identified needs is a second step in the program planning sequence, as graphically illustrated below:



Systems Approach

The goals of any one area can be best understood in the context of the complete list of goals identified in the comprehensive needs assessment study.

INTERPERSONAL EFFECTIVENESS	HUMAN RELATIONS SKILLS	RELATING WITH SIGNIFICANT OTHERS	SELF VALIDATION
	Trust and Intimacy	Family Relationships	Confidence
	Expressive and Assertive Skills	Peer Relationships	Independence
	Affiliation and Acceptance	Teacher/Adults Relationships	Identity
WORK AND LIFE SKILLS	DAILY LIVING	EMPLOYABILITY	WORK AND LEISURE ENVIRONMENTS
	Consumer Skills	Employment Preparation Skills	Work Expectations and Responsibilities
	Civic and Community Responsibilities	Job-Seeking Skills	Recreation and Leisure Interests
	Home and Family Responsibilities	Occupational/ Educational Knowledge	Work World Strucutures
LIFE CAREER PLANNING	PLANNING SKILLS	EDUCATIONAL ENVIRONMENT	SELF UNDERSTANDING
	Decision-Making Skills	Study/Learning Skills	Self Appraisal Skills
	Values Clarification and Development	Participation/ Involvement Skills	Abilities and Competency Development
	Goal Setting Responsibilities	Basic Academic Skills	Personal Development Responsibility

Three basic sub-goal areas within the work and leisure environments area clarify the content of that domain. These sub components can be best described with the following constru ts: Work Expectations and Responsibilities; Recreation and Leisure Interests; and Work World Structures. The following items in the Georgia Career Guidance Card Sort provided the basis on which these three sub-goal constructs were developed.

Work Expectations and Responsibilities

To learn more about working conditions of jobs that are of interest to me
To learn more about what to expect on a job
To understand the changing work roles and expectations of men and women

Recreation and Leisure Interests

To develop life-long recreational interests that will make my leisure time enjoyable
To know what leisure and recreational activities best fit my interests and skills
To understand how leisure time opportunities are affected by employment in various occupations
To understand how a person's style of living can be influenced by various types of jobs

Work World Structures

To learn how occupations relate to and support one another
To be aware of the different satisfactions work provides
To know more about job groupings and their common characteristics (i.e., transportation, construction and health occupations)
To be able to evaluate a job in terms of its potential earnings

The sub-goal areas can be further delineated and explained by listing desired student outcome areas as below:

WORK AND LEISURE ENVIRONMENT

Work Expectations and Responsibilities

- Monetary Compensation
- Sex Role Stereotyping
- Work-Life Ethics
- Fringe Benefits (non-monetary)
- Patterns and Ladders
- Safety and Security
- Labor-Management Relations
- Meeting Job Demands

Recreation and Leisure Interests

- Leisure-Related Values
- Utilizing Recreational Facilities
- Life Style/Leisure Opportunities
- Planning and Choosing Leisure Activities

Work World Structures

- Occupational Classification Systems
- Types of Work Activities
- Types of Worker Characteristics
- Types of Worker Environments
- Mobility and Geographic Factors
- Work Versus Free Time

A final step of the goal setting process includes the writing of performance objectives. Specification of desired outcomes will contribute significantly to future evaluation efforts. Also, specific objectives written in behavioral terminology provide added clarity and meaning to the goal areas. Following are some examples of performance objectives pertinent to this area:

Work Expectations and Responsibilities

- . . . The individual will be able to describe the worker characteristics and work skills necessary to achieve success in occupational areas under consideration
- . . . The individual will be able to identify the fringe benefits (non-monetary) of specified occupations
- . . . The individual will be able to describe common multiple career roles for women

Recreation and Leisure Interests

- . . . The individual will be able to describe how occupational choice influences life style
- . . . The individual will be able to identify leisure activities that match his/her life style
- . . . The individual will be able to identify various occupations in terms of typically associated free time pursuits

Work World Structures

- . . . The individual will be able to explain various methods of classifying occupations
- . . . The individual will be able to explain the impact of various societal changes for the world of work
- . . . The individual will be able to identify specific jobs that tend to have sex role stereotyping

A series of objectives can add direction and specificity to the results of a needs assessment. While such objectives can suggest certain career guidance processes and activities, there should not be a one-to-one relationship between specific performance objectives and specific processes. It is more likely that one process or one series of related processes will be designed to achieve several performance objectives.

Programs/Processes

The next important step in program planning is to select career guidance activities which will provide students maximum assistance in achieving the desired goals and objectives. The development of a planned schedule of activities requires several decisions. First, it is necessary to determine the kind of process or activity which holds the most promise for effecting goal achievement. Would assignment of a series of independent projects be more effective in helping students accomplish a certain goal than a series of small group discussions? A second decision must determine a method for sequencing a series of related processes. For example, how can a "career guidance center" be designed to serve as a multi-purpose forum for exploratory experiences? Program planners need also to decide on and identify a variety of process strategies and techniques--classes; units; small groups; information dissemination, and so on. A comprehensive program must include more than one kind of process and involve more than one person in process implementation.

Multiple Objectives

\+

Sequential Processes

=

Comprehensive Program

> The responsibility for the implementation of a needs-based career guidance system can no longer be considered the sole domain of the counselor. Fulfillment of the career guidance function requires a team approach. Counselors, teachers, career development specialists, administrators, and other educational personnel need to develop new ways of working together. Such direct intervention processes as individual and group counseling can be augmented with indirect and shared processes where counselors work with teachers and other school personnel in providing indirect assistance aimed at the personal development of students (Dagley & Hartley, 1975, p. 12).

Past activities of counselors and teachers have a way of becoming perpetuated regardless of current merit in meeting the career development needs of students. While change for the sake of change is not necessarily beneficial, it is important to consider new alternatives during the planning phase of program development. The following figure presents a basic model for the design of new career guidance processes. In reviewing the model, a valuable perspective may be gained by contrasting the components with the aspects of the traditional guidance model of services -- orientation, counseling, educational and occupational information, assessment, placement and follow-up.

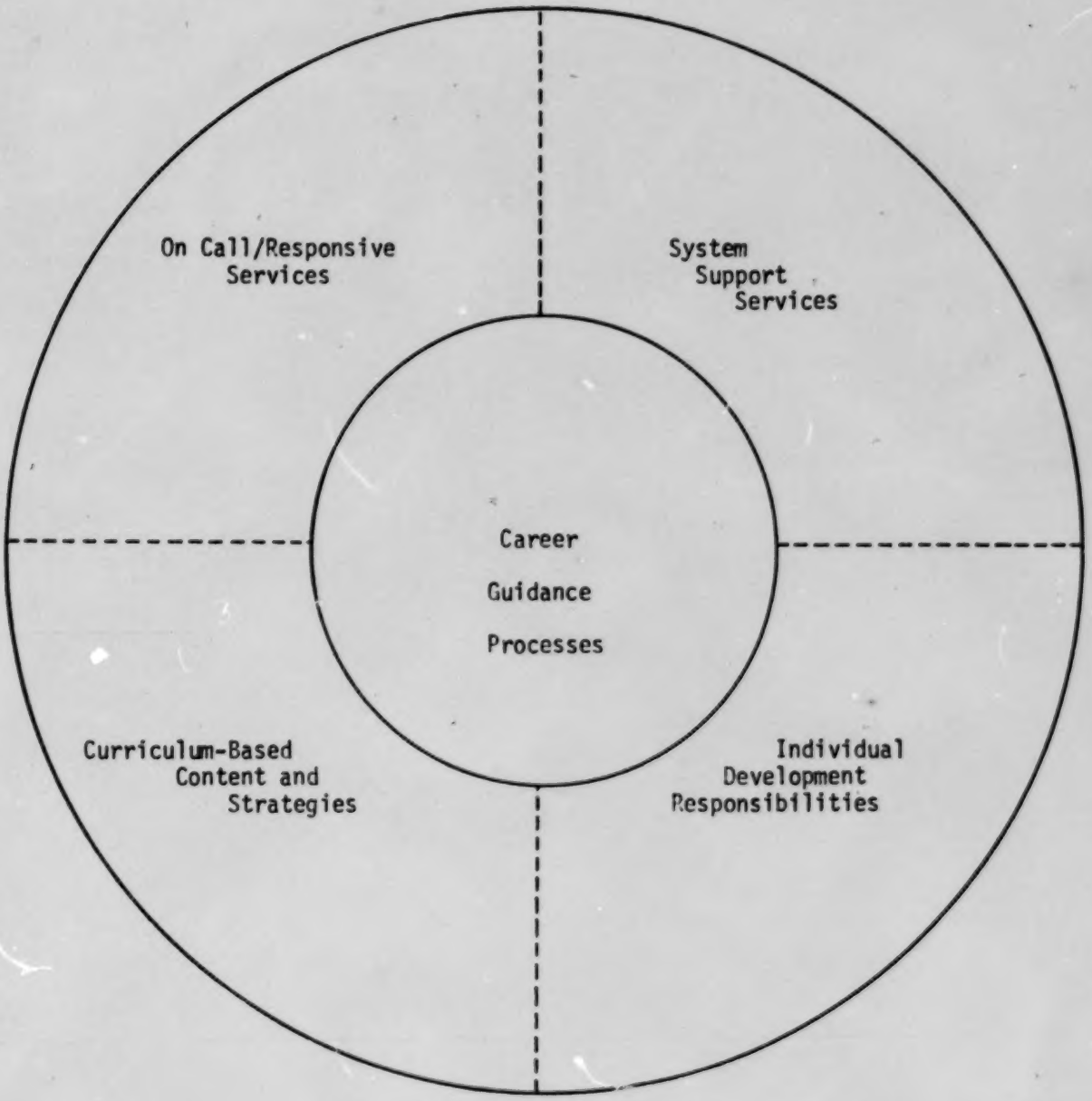


Figure 1:

Career Guidance Processes: A Quality Control System

The curriculum based content and strategies section reflects a major assumption that there are basic career guidance understandings and skills which all individuals need. Goal achievement is dependent upon regular and systematic contact through the curriculum. The individual development responsibilities component consists of processes which are designed to facilitate the personal development of each child through individual contacts. Each student needs someone in the school who is personally familiar with him/her. The on call/ responsive component is characterized by such direct career guidance processes as individual and group counseling. This section includes processes which are designed to be of immediate service, responsive to various needs and crises, and of longer developmental service such as "growth groups." The system support services component is comprised of such indirect processes as curriculum planning, staff development and quasi-administrative record keeping. Each component of the model is important. A comprehensive program would include processes in each category for each major goal area. The following list provides a collection of process alternatives identified for the work and leisure environments goal area.

Process Alternatives

WORK & LEISURE ENVIRONMENTS

Curriculum Based Content & Strategies

Classes/Mini-Courses

- PECE
- CVAE
- Mini pre voc.
- Leisure skills development

Units/Fusion Activities

- Sociology, Soc. Studies, Econ, Math
- Career Guidance Center
- Exploratory work and leisure experiences

Special Experiences

- Community based learning
- Parent involvement in CGC
- Clubs and programs

Developmental Group Experiences

- "Sex role stereotyping"
- "Life style exploration"
- "Vocational exploration group"
- "Job conflict simulations"

Individual Development Responsibilities

- Projects - independent study
- Competency demonstrations
- Career experience logs
- Contracts
  - Work/leisure experiences
  - Work/leisure skills development

On Call/Responsive Services

- Career Guidance Center
  - Coordination of community resource persons
- Information dissemination
- Interest testing (i.e., SDS, OVIS)
  - Referral
  - Rap groups

System Support Services

Community liaison
Curriculum planning
Materials/resources: Evaluation and acquisition
Career week coordination
Community advisory committee

STAFF COMPETENCIES

The outlining of process alternatives and the determination of other process implementation plans are important program development steps. However, once the process plans are defined the staff development process should begin. What competencies (knowledge, attitudes, skills, strategies) are required to effectively conduct the selected career guidance processes? The procedures used in identifying such competency requirements are much like job analysis techniques where a task is defined in detail. The analysis should result in sufficient detail concerning required competencies for the completion of a staff development package to assist in competency acquisition or improvement. An analysis of competencies for the process alternatives outlined in the outcome area of work and leisure environments serves as a good example, as depicted in the following suggestions.

WORK & LEISURE ENVIRONMENT

Knowledge

. . . Compare and contrast occupational classification systems

. . . Explain how job demands influence leisure activities

. . . Describe various meanings and benefits derived from work

. . . Explain how to evaluate occupational information in terms of relevance, authenticity, and appropriateness for various student groups

Skills

. . . Explain how to use occupational information resources such as occupational handbooks, classification files, vocational exploration kits, and the Dictionary of Occupational Titles

. . . Describe how to use work role models and/or learner-directed media projects to illustrate real-life work settings

. . . Construct and use simulation and gaming techniques for varied and relevant work/leisure awareness objectives

Strategies

. . . Develop a plan for enlisting the support of local businesses, institutions, industries, and agencies for use in exploratory work and leisure activities

. . . Develop a work and leisure resource center within the school

Attitudes

. . . Describe sex role stereotyping frequently encountered in work situations

. . . Describe leisure stereotyping frequently encountered in areas such as race, age, sex, and socio-economic level

. . . Discuss and explain frequently encountered world of work myths, i.e., career ladders, perfect job for everyone, early vocational choice closure

Staff Needs

Several methods and techniques can be utilized to determine staff needs in selected competency areas. Included among these possible methods are knowledge tests, peer jury ratings, skilled demonstrations, video taped work segments, direct observation/supervision, attitude surveys, simulation exercises, role-playing, and small group discussions. The latter method is the preferred mode for several reasons. First, the state of the art of competency assessment is such that accurate (reliable and valid) results are difficult to achieve. For example, it is questionable that anything of worth can be determined from a test which creates a false dichotomy between knowledge and performance, as is the case with most knowledge assessments. Secondly, given a list of process-outcome areas, small group discussions can result in a quick ranking of staff needs. The most important reason, however, is that open discussion results in less sabotage and defensiveness. In fact, the discussion process allows for positive involvement in the establishment of staff development plans.

Staff Development Package

This training manual on "Work and Leisure Environments" was developed for use as support material for a staff which identified this process-outcome area as a priority need. The

manual and accompanying materials were written to assist local career guidance teams in their efforts to improve the quality and quantity of their programs. A basic assumption underlying the development of these materials is that all of us benefit from periodic renewal.

The content of this manual is presented in both didactic and experiential modes to encourage maximum involvement of participants. Small group experiences are a part of the special attention given to the development of competencies for a team approach to implementation of career guidance programs.

The outline of the manual follows the basic learning model - from attitude development to knowledge acquisition or renewal, to technical and skill development and/or improvement, and then to development of implementation strategies and plans. Specific objectives are included in the summary section.

III. Text and Activities for Knowledge Objectives

A. Trends and Job Classification Systems

The structures and values of our society have changed dramatically in recent decades. In view of the degree of change we can no longer depend on our own past work experiences to provide us with sufficient knowledge to effectively help youth in their efforts to successfully enter the world of work. The greatly accelerated rate of change demands a renewed examination of the wide variety of factors which influence leisure and work world structures. The purpose of this section is to increase your awareness of current and projected trends in work and leisure, job classification systems, and occupational interdependency.

1. Trends

Knowledge Explosion

A recent estimate notes that in another 25 years, knowledge in the world will increase fourfold and approximately 70% of the types of work available will be unlike any in existence today. In support of this estimate, Toffler, in Future Shock, quotes Dr. Robert Hilliard, the top educational broadcasting specialist for the Federal Communications Commission as saying,

> "At the rate at which knowledge is growing, by the time the child born today graduates from college, the amount of knowledge in the world will be four times as great. By the time that same child is fifty years old, it will be thirty-two times as great, and 97 percent of everything known in the world will have been learned since the time he was born." (Toffler, 1970, pp. 157-158).

Obviously, we have to be flexible in our job-related attitudes and plans in order to adapt to such changing conditions.

Changing work force

Since World War II, service industries (hospitals, and other health related organizations, social service agencies, education, government, transportation, utilities, banks and other financial institutions, as well as retail stores and other trade organizations) have grown considerably. In the area of goods production (agriculture, mining, manufacturing, and construction), modest increases in manufacturing and construction have been offset by declines in agriculture and mining. Since the late 1940's, goods production has involved less than half of the total U.S. work force.

Job growth through 1985 will continue to be greater in service than in goods-producing industries, though the growth pattern will of course vary for different occupations within each industry. One estimate predicts that the continuing emphasis in the U.S. on social sciences, medical services, as well as scientific and technical knowledge will result in continued growth in the professional occupations of teacher, researcher, social and medical science worker, at least through 1985.

The trend of rapid growth in the service industries has in turn been caused by the interaction of a variety of other trends. Included among these have been population growth, increasing urbanization (with the concomitant need for more city services),

and the demand for improved health, education, and security services (a result of our higher income and living standards since the 1940's). Conversely, the slow increase in employment in the goods-producing industries has been influenced by the growing skills of the labor force coupled with significant gains in productivity which have been the result of automation and other technical development.

Another trend which is beginning to have a substantial impact on the world of work is the increasing number of women entering the work force. As more women seek life-fulfilling activities outside the home, the ratio of job seeking people to available positions climbs further out of proportion. Not only are more women establishing themselves in traditional parts of the work force, but women are also beginning to enter professions previously dominated by men. With the support of the courts, men and women with comparable qualifications are now beginning to be considered on an equal basis for available positions. An increase in the number of qualified people results in an increase in competition for job openings, which results eventually in an increase in unemployment or underemployment.

Although statistics such as those presented earlier on the topic of knowledge explosion are "necessarily hazardous, there still can be no questions that the rising tide of new knowledge forces us into even narrower specialization" (Toffler, 1970, p. 158). As Toffler indicates, increasing job specialization is

a notable trend resulting from the growth in the complexity of society. Increased complexity of life in general is in turn causing tremendous changes in the world of work. For instance, mechanization of major industries creates a demand for more highly trained and skilled people, which at the same time decreases the need for less highly trained or unskilled people.

Specialization

The vast increase in medical technology has resulted in the need for physicians to be more intensively trained in a narrower field, resulting in a greater number and variety of medical specialists. This trend is evidenced in the fact that a graduating M.D. can no longer be just a General Practitioner, but must be licensed in some specialty. Specialties range from the fairly general such as family medicine, to the very specific, such as neonatology. Growing complexities in the legal field have also created a demand for more specialization. Most attorneys no longer practice "general law," but specialize in a particular aspect of law, such as tax law, criminal law, civil law, marine law, divorce, etc. This trend toward increasing job specialization can be demonstrated in nearly every aspect of the world of work.

Another significant trend which can be noted as a result of accelerated change in technology is increased leisure time, at home and at work. One factor contributing to increased leisure time is legislative action resulting in daylight savings time and 3-day holiday weekends. Business and industry continue to experiment with 3 and 4 day work weeks, increased vacation

time and double-pay vacations. Also, people are retiring earlier and remaining in good health longer, resulting in more leisure time. Along with an increase in leisure time has come an expansion in leisure activities. As a result, leisure industries are experiencing a tremendous boom in income and growth. Americans spend more than $100 billion annually on spare time leisure activities at present and seem to be moving toward a doubling of that figure in the 70's. Although these time estimates sound like a long awaited blessing now, increased leisure time could easily become a burden by the year 2000. We appear to be drifting toward unacceptable levels of boredom and frustration due in part to a lack of psychological preparation for dealing directly with the challenges and opportunities of leisure based on a positive and educated recognition of a life of work-leisure unity.

Activity 2

Ten cards have been prepared to reflect the trends described above. Individually, or as a small group member, you are to select one card from the stack and develop five possible outcomes which could be associated with that trend. The outcome may be positive or negative. Once the outcomes have been identified for each trend, the leader will conduct a discussion and role-playing session.

2. Job Classification Systems

Youth are confronted with an overwhelmingly complex task when they first begin to explore the world of work because of the vast number (50,000) of different occupational alternatives available. One method of simplifying this exploration process is to familiarize students with various systems of classifying and grouping jobs. The main values of such classification systems are (a) that they organize and make manageable the great fund of information on the world of work, and (b) that they can be used as information-retrieval devices for defining various jobs. Three of the most commonly used job classification systems are described below:

A. Career Clusters

The United States Office of Education suggests fifteen career clusters around which teachers, counselors, and school administrators can develop career education programs at the elementary, secondary, and college levels. The fifteen career clusters contain occupations grouped on the basis of "work activity type." They are: (1) business and office occupations, (2) marketing and distribution occupations, (3) communications and media occupations, (4) construction occupations, (5) manufacturing occupations, (6) transportation occupations, (7) agribusiness and natural resources occupations, (8) marine science occupations, (9) environmental control occupations, (10) public services occupations, (11) health occupations, (12) hospitality and recreation occupations, (13) personal services occupations,

(14) fine arts and humanities occupations, and (15) consumer and homemaking-related occupations.

B. Occupational Outlook Handbook

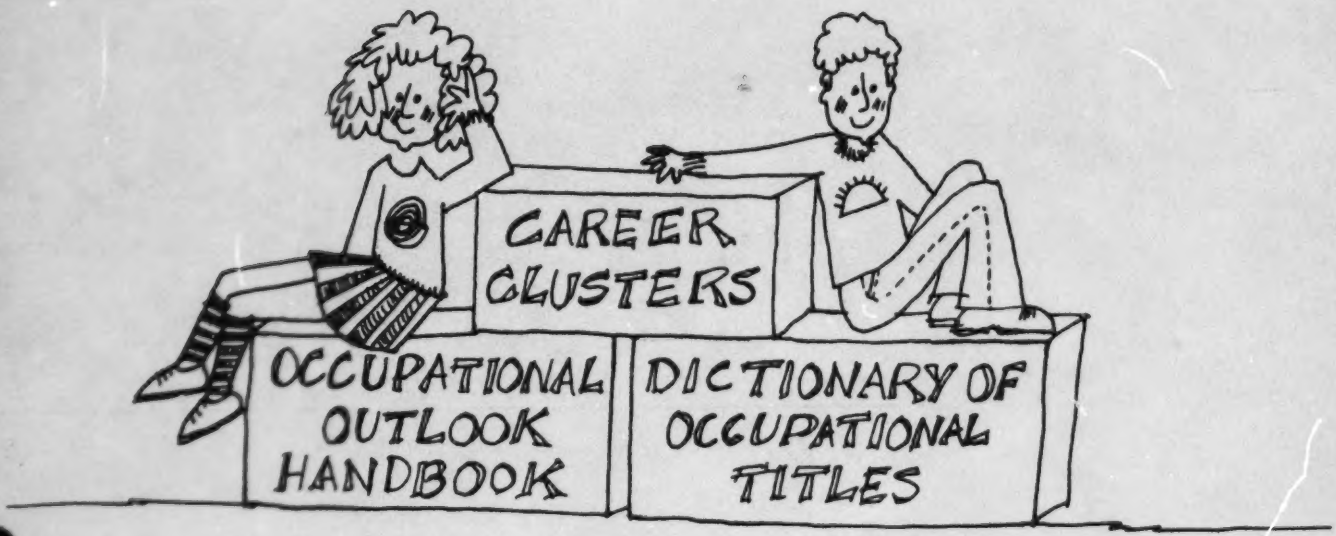
The U.S. Department of Labor, Bureau of Labor Statistics, publishes the Occupational Outlook Handbook (most recent edition, 1974-75), which classified jobs into (1) thirteen career clusters based on the concept of "related activities", and (2) nine industry divisions based on the "major industry divisions" within our economy. For over 800 occupations and 30 industries, the Handbook attempts to answer questions such as:

> What does a person actually do on the job?
> What abilities and interests does the job call for?
> What kind of schooling and other training is required for the job?
> What are the working conditions like?
> What will job opportunities be in coming years?

C. Dictionary of Occupational Titles

The U.S. Department of Labor also publishes two volumes and a supplement of the Dictionary of Occupational Titles (D.O.T.), which contains information about more than 35,000 occupations. Volume I, Definition of Titles, contains an "alphabetical list of job titles and their descriptions." Volume II, Occupational Classification, is designed to help users distinguish relationships among occupations by grouping together jobs with the same basic "occupational, industrial, or worker characteristics." The Supplement relates to Volume II in that it contains details on selected characteristics of occupations,

(e.g., physical demands, working conditions, and training time).



Both the Department of Labor and the Office of Education emphasize that these classification systems and references cannot and are not intended to replace knowledge gained from actual on-the-job experience. Rather, they are tools designed to assist people who wish to explore the world of work. The job descriptions provided in these sources are based on information from a variety of work sources. In other words, they describe a typical example of a job rather than an actual account of that job in any one particular setting.

Activity 3

You will now be presented with two descriptions of the same type of job. One of the descriptions is from the 1974-75 edition of the Occupational Outlook Handbook and the other is from Working, by Studs Terkel. Compare types of information you received from these sources and discuss the merits of each format for use with students.

Activity 3

You may choose to conduct this exercise by either distributing reprints or by listening to the available recordings. Discuss such questions as:

1. Taking each description separately, what are the things you would say are most pleasant about his job? Least pleasant?
2. In what ways are the two descriptions similar?
3. In what ways are they different?
4. What would you say are the main attitudes and feelings the person interviewed by Studs Terkel has about this job?
5. Which description would be most helpful to a student who wants to know about the job?

Activity 4

(Groups of 2-3 people)

Each and every job can be categorized according to the types of work activities, worker characteristics and work environments which are peculiar to each position. When people compare different jobs, they often distinguish one job from another by listing variations which fall into one of these three categories. Following is a list of some of the ways in which jobs vary. Discuss each item as a group and indicate which category you think that item relates to most closely: (1) types of work activities (WA); (2) types of worker characteristics (WC); (3) types of work environments (WE). After marking and discussing all of the following items, share your conclusions with the total group, and contribute to the development of a master chart. Circle the initials of the most appropriate category:

WA WC WE 1. Jobs vary in terms of urban vs. rural life style, in that certain jobs are found in only one or the other setting (e.g., there are no large farms in New York City and probably very few advertising agencies in the middle of Kansas).

WA WC WE 2. As of 1967, 20% of Americans changed their mailing addresses every year, and probably even more do today. Jobs vary in the degree of mobility they require and in the degree of choice people have with regard to that mobility (e.g., salesmen tend to move more frequently than teachers and very often they are given little choice in the decisions as to whether or where they will be transferred).

WA WC WE 3. Jobs vary in terms of their geographical location, and having a strong preference for a particular geographical location may limit one's job choices (e.g., forestry is not a major industry in southern California). Conversely, having a strong preference for a type of job which is geographically restricted (e.g., forestry), may necessitate moving to a new or unfamiliar location.

WA WC WE 4. Jobs vary in terms of salary, including starting salary, opportunity for raises, and maximum salary potential. In some occupations, there are variations in salary from one part of the country to another (e.g., in the teaching professions), or from one season to another (e.g., salaries in the construction industry probably vary more from summer to winter in northern Michigan than they do in southern California).

WA WC WE 5. Jobs vary both in the amount and the type of social contact they afford (or require, as in the case or many business occupations).

WA WC WE 6. Jobs vary in the amount of choice people have with regard to both the amount and flexibility of their work hours and free time (e.g., a surgeon may have more flexibility with regard to his daily work schedule than an assembly line worker, but the assembly line worker may have more choice in the amount of overtime he works and when he works it).

WA WC WE 7. Jobs vary in the types of interests, abilities, and temperaments they require of the worker (e.g., some jobs require great attention to detail and enjoyment of working with numbers, whereas other jobs require excellent verbal skills and an outgoing, gregarious nature). Some people have strong preferences for working either with people, data, or things.

WA WC WE 8. Jobs vary in terms of their physical surroundings (e.g., indoors vs. outdoors; being a member of a crowded, noisy typing pool vs. being executive secretary with your own private office).

WA WC WE 9. Jobs vary in terms of the nature of the organizational structure (e.g., some organizations have very rigid job and decision-making hierarchies, whereas others strive for a more democratic type of participatory management and the involvement of all employees in decision-making processes).

Activity 4

This activity is intended to be open-ended but the following are suggested responses for categorizing each of the items under ways in which jobs vary:

1. Types of work environments (WE)
2. Types of work activities (WA)
3. Types of work environments (WE)
4. Types of worker characteristics (i.e. importance placed on salary) (WC)
5. Types of work activities (WA)
6. Types of work activities (WA)
7. Types of work characteristics (WC)
8. Types of work environments (WE)
9. Types of work environments (WE)

To report responses, record on a master chart the number of people choosing each of the 9 alternatives, then attempt to achieve a consensus.

Sample Chart:

Question Tally	WORK ACTIVITIES (WA)	WORKER CHARACTERISTICS (WC)	WORK ENVIRONMENTS (WE)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

One possible additional activity would be to ask the participants to list other ways in which jobs vary.

Learning various job classification systems can help students develop handles for making some sense out of a vast network of interrelated and interdependent occupations. It is important to learn that few jobs exist in a vacuum. An understanding of the ways in which different jobs relate to and support each other a) contributes to an understanding of the overall structure of the world of work; b) increases our flexibility for and adaptability to changing conditions in the world of work and c) increases the number and types of different career options open to us throughout our lives.

Activity 5

A. Your community has experienced economic upheaval and school staff must be cut drastically. You and your colleagues (workshop participants) are to serve as a committee to decide which jobs are vital to the success of the school and which can be eliminated. You must agree on which 5 positions will be retained and which 5 will be eliminated. Obviously, this cut will necessitate sharing of responsibilities, over-lapping of functions and eliminating some activities. Discuss the degree of interdependency which exists among these positions before making your decisions. As a group, arrive at a consensus about the 5 jobs which will be kept and the 5 which will be abandoned. Be prepared to discuss with the total group the rationale for your decisions.

Career Exploration Specialist

Coach

Dietitian

Guidance Counselor

Job Placement Director

Librarian

Maintenance Engineer

Nurse

Principal

Teacher

Activity 5

Clarify the directions for this activity by listing the following steps on a board or chart for participants to refer to during the activity.

1. Describe the functions which each of these workers performs.
2. How does each of the categories of workers rely on the others?
3. Since five positions must be eliminated determine which functions overlap and which can be shared or eliminated.
4. As a group arrive at the five jobs which will be eliminated.
5. Be prepared to discuss your rationale for the group decision.

Further discussion questions which can be used to process the activity are:

1. Do you think that people know what the functions of other workers in the same environments are?
2. What impact do other sources (such as the community, the school board, the tax payers) have on your decision? Would your decision have been different if you had considered their influence?

B. Job Expectations and Responsibilities

Knowing what to expect on a job requires familiarity with a wide range of practical, philosophical, psychological, and sociological issues and considerations. Your attitudes and feelings about each of these issues and considerations affect your attitudes and feelings about work in general and about your own job in particular. Students need to recognize and understand the variety and complexity of factors that will influence their attitudes toward their jobs, and need to be aware of the realistic expectations and responsibilities associated with working.

1. The Meaning of Work for the Worker

Work means different things to different people, depending on one's social class, age and sex, as well as one's values, needs and abilities. Societal, parental and peer values and expectations also exert significant influence on what work means to individuals.

Historically, definitions and attitudes toward work have gone through a number of philosophical changes. The ancient Greeks defined work as the absence of leisure and considered it a curse; hard physical labor was therefore assigned to slaves. To the Hebrews, work was a punishment and atonement for man's sinfulness. The early Christians added the concept of charity to their definition of work, because one was supposed to share the products of one's toil with the needy.

During the Middle Ages, work became a natural right, duty, and basis for society, while Protestantism brought still further changes to work's meaning. For Luther, work was valued as a way to salvation; one could serve God best by completing one's work well. Calvin viewed salvation and damnation as irreversibly predestined; yet all should work anyway because God willed incessant work. Since the Renaissance many people have viewed work as a creative act and a joy in and of itself. This addition of the dimensions of joy and creativity to the definition of work is a reflection of a visible trend toward a uniting of work and leisure ethics and values.

Activity 6

The following two passages have been excerpted from the book Working: People Talk About What They Do All Day and How They Feel About What They Do, by Studs Terkel (New York: Pantheon Books, a division of Random House, Inc., 1972, 1974). Both passages are excerpted from interviews with stockbrokers, the first from Chicago, the second from New York City. Read both passages and then discuss what you think work means to each of these two men.

The individual means is exposed to so many people in the brokerage business that it's quite a compliment to have him turn to you for investment service. The rule I've always gone by is that I expect to have my brother-in-law's account and my roommate in college . . . When you're dealing with a person's money and investments, you deal with his hopes and ambitions and dreams . . . It's quite easy to look around and say this is a parasitical business. All you're doing is raking off your cut from the productivity of others. That is, I think, an erroneous view. Frankly, I've wrestled with that. It comes down to this: the basis of this country's strength and prosperity is the finest economic system that's ever been devised, with all its inequities and imperfections. Our system depends on a free exchange of publicly owned assets, and we're part of the picture. If there were no stock market, I think the economy would be stifled . . . This is my life and I count myself very fortunate to be in this work. It's fulfilling!

(p. 332)

I'm trying to use my intelligence, which I've exercised in other businesses. But it's like wrestling with an octopus. Too many things that I can't control are happening . . . People like me start out with a feeling that there's a place for them in society, that they really have a useful function. They see it destroyed by the cynicism of the market . . . I'm just trying to go along for the ride. I have little to do with it . . . I can't say what I'm doing has any value. This doesn't make me too happy. . . I'm just being manipulated and moved around and I keep pretending I can understand it, that I can somehow cope with it. The truth is I can't.

(pp. 337, 339, 340)

Activity 6

After the participants have read the two passages from Terkel, encourage them to duscuss what each man's work means to him. All or part of the following guide questions may be used to stimulate discussion.

1. Does the first paragraph reflect any ideas associated with the protestant work ethic?
2. Which historical viewpoint is most noticeable in this paragraph?
3. Does the second paragraph represent a philosophy or concept of work?
4. Which interviewee typifies the majority of the work force today?
5. Which interviewee do you think will be most successful and why?
6. Which will be more upwardly mobile?
7. Can you draw any hypotheses as to possible leisure activities of each?

2. Non-Monetary and Monetary Compensation

One can receive monetary and non-monetary compensation for work. From a purely economic viewpoint, it is important that the wage or salary one receives be large enough to provide the basic necessities of life, housing, food, clothing, transportation and health care. For people whose basic living expenses are met through other means, monetary compensation for their work will be relatively less important than other forms of compensation. The type of monetary compensation one receives will vary with the type of job. One may be paid an hourly wage, a monthly or yearly salary, a piece rate, commission, royalties or tips, or some combination of these.

In addition to one's basic salary or wage, fringe benefits are considered as part of one's work compensation. The importance of fringe benefits has increased significantly since World War II. According to the most recent edition of the Occupational Outlook Handbook, by 1970 fringe benefits accounted for nearly one-fifth of the total earnings package in private industries other than farming (1974, p. 8). Certain fringe benefits -- Social Security, Workmen's Compensation, unemployment insurance -- are offered by most employers, while paid vacations, holidays and sick leave are also common fringe benefits. Some employers also provide paid leave for mental health restoration, jury duty, or military service. Income protection plans in the form of life, health, and accident insurance, retirement plans, and severance pay or supplemental

unemployment payments are also included in some fringe benefit packages, with the costs sometimes shared by the employer and the employee. Some companies also offer to their employees a variety of profit sharing plans, stock options, bonuses, or other savings plans.

Needless to say, the number and value of fringe benefits vary considerably from one employer or company to another. There are literally thousands of fringe benefit pay patterns. Some companies routinely survey their employees to see if any changes in the fringe benefit package are warranted. More and more companies are increasing benefits by including paid maternity leave for female employees, and many more are examining the possibility of paid paternity leave. Insurance coverage for psychiatric care and optional dental insurance are also being considered by many companies.

Although for most workers some sort of monetary compensation is necessary, the non-monetary compensation one receives from a job may be more important to one's overall satisfaction, not only with the job, but with life in general. Non-monetary forms of compensation include pride in achievement, a sense of contribution and accomplishment, security, responsibility, independence, affiliation, the chance for self-expression, and the opportunity for growth in the forms of self-knowledge, intellectual growth and learning, and interpersonal and social growth. When viewed together in today's working world, monetary and non-monetary compensation are still both important to the

worker. While there is a significant amount of evidence that suggests workers are assigning high priorities to such intangible and intrinsic concerns as quality and meaning of work, other evidence points to a continuation of workers' major concerns being with the mundane realities of more money and more free time.

> Virtually every measure of workers' behavior indicates that money is still dearest to the hearts of most workers (Levitan & Johnston, 1973, p.17).

Activity 7

The Workshop Coordinator will distribute cards briefly describing the role each participant is to play in this activity. The situation is:

> Your labor union is meeting to decide upon demands to be made of management. Union members have contributed many suggestions, and now some agreement must be reached regarding pay and fringe benefits.

Remember, when you role-play you ARE the person you represent. Stick to your assigned position, but ad lib as you would in any real situation.

Activity 7

Distribute cards without regard to existing knowledge of participants' personalities, preferences or skills. If a participant is not taking an active part, enter the activity and ask a question. You will play the part of union leader.

Allow a few minutes for the participants to jot down some ideas before entering the role, if the group so desires.

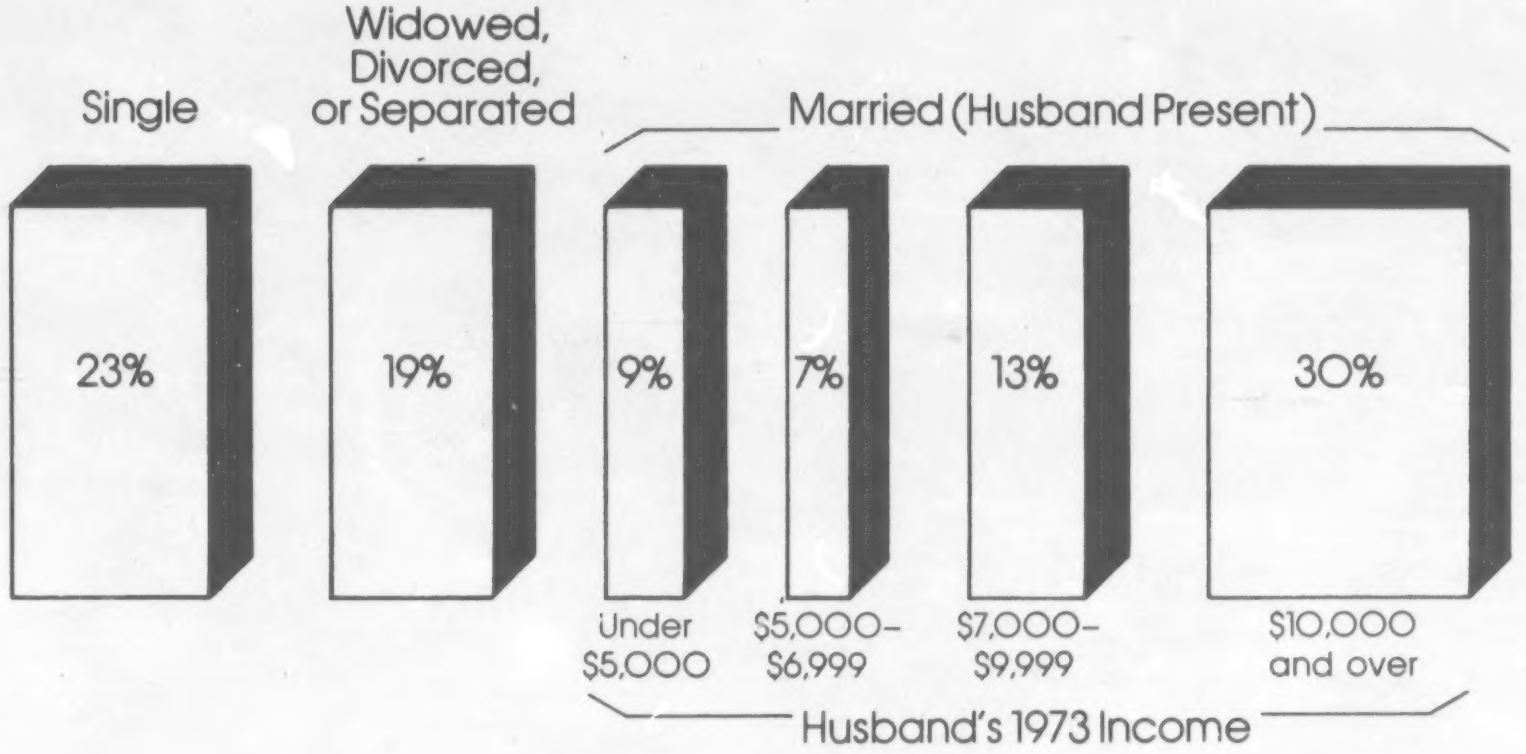
Cards (roles)	Arguing for
A	Dental insurance
B	Increased vacation time
C	Stock options
D	Bonuses for excellence
E	Increased sick leave
F	Reduced work load
G	Management-supported sports leagues
H	Paternity leave
I	Increased break time
J	Employee discounts
K	Improved retirement rights
L	Free counseling service

3. Sex Role Stereotyping

Sex role stereotyping is the tendency of individuals in particular and society in general to expect members of a given sex to conform to a fixed and limited role dictated by sex-associated characteristics. These characteristics based on over-simplified opinions and affective attitudes limit the vocational opportunities available to members of a given sex; and these opinions and attitudes often founded on misconceptions, frequently preclude free and objective occupational selection, education, training, and advancement in the world of work. Misconceptions about women in the world of work abound. For example, as depicted in Figures 2 and 3, many people assume that a married woman must be working primarily to supplement her husband's income, rather than for reasons such as meeting her own personal needs for professional development, intellectual stimulation, a sense of accomplishment, and meaningful social interaction. Although many misconceptions about men also exist, women in the world of work have been most affected by sex role misconceptions because these misconceptions have resulted in many employers labeling, categorizing, hiring, and promoting women in certain limited types of jobs as can be noted in Figure 4. These misconceptions have far ranging implications because women are most often directed into jobs with lower pay and lower status.

Most Women Work Because of Economic Need

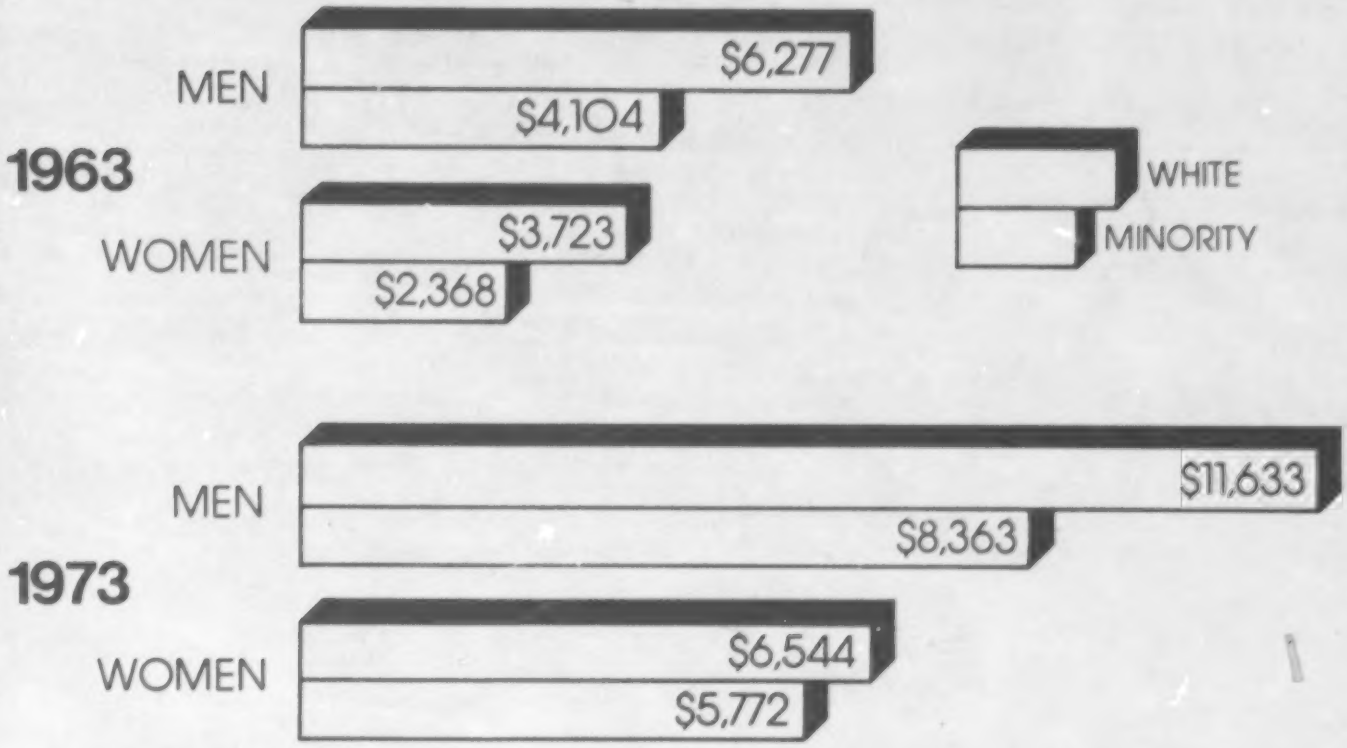
(Women In The Labor Force, By Marital Status, March 1974)



Source: Prepared by the Women's Bureau, Employment Standards Administration, from data published by the Bureau of Labor Statistics U S Department of Labor

Figure 2: Economics and Working Women

Fully Employed Women Continue To Earn Less Than Fully Employed Men of Either White or Minority* Races

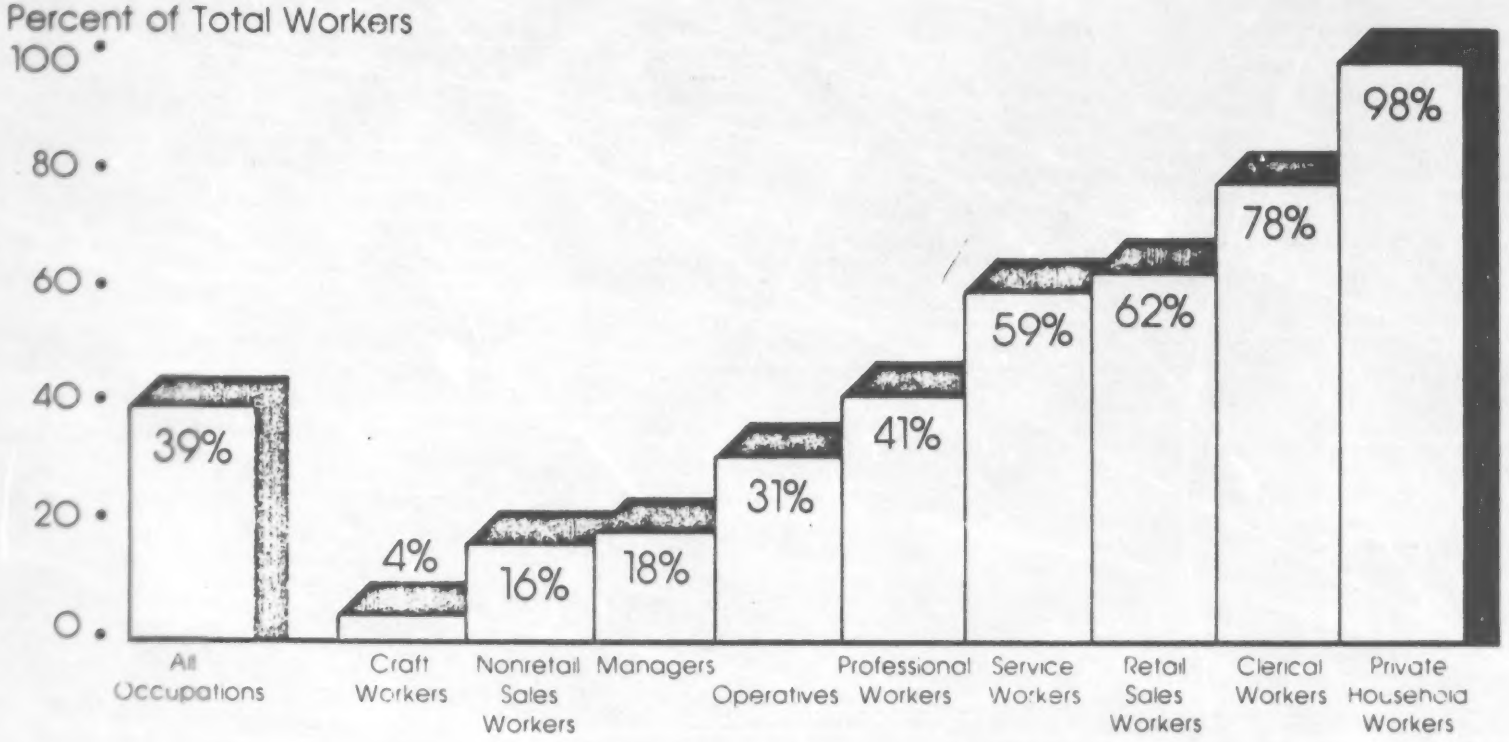


*Includes all races other than white

Source: Prepared by the Women's Bureau, Employment Standards Administration, U.S. Department of Labor from data published by the Bureau of the Census, U.S. Department of Commerce

Figure 3: Earnings of Employed Women

Women Are Underrepresented as Managers and Skilled Craft Workers



Source: Prepared by the Women's Bureau, Employment Standards Administration, from 1974 annual averages data published by the Bureau of Labor Statistics, U.S. Department of Labor.

Figure 4: Employment Level of Women

THE MYTH AND THE REALITY*

The Myth	The Reality
A woman's place is in the home.	Homemaking in itself is no longer a full time job for most people. Goods and services formerly produced in the home are now commercially available; laborsaving devices have lightened or eliminated much work around the home. Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
Women aren't seriously attached to the labor force; they work only for extra pocket money.	Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000./

1/ The Bureau of Labor Statistics estimates for a low standard of living for an urban family of four was $7,386 in autumn 1972. This estimate is for a family consisting of an employed husband aged 38, a wife not employed outside the home, an 8-year-old girl, and a 13-year-old boy.

*U.S. Department of Labor, Employment Standards Administration Women's Bureau, Washington, D. C. 20210. (Revised) May, 1974.

Women are out ill more than male workers; they cost the company more.

A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.

Women don't work as long or as regularly as their male coworkers; their training is costly -- and largely wasted.

A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

	Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.
Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.	There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs. Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.
Women should stick to "women's jobs" and shouldn't compete for "men's jobs."	Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 12.

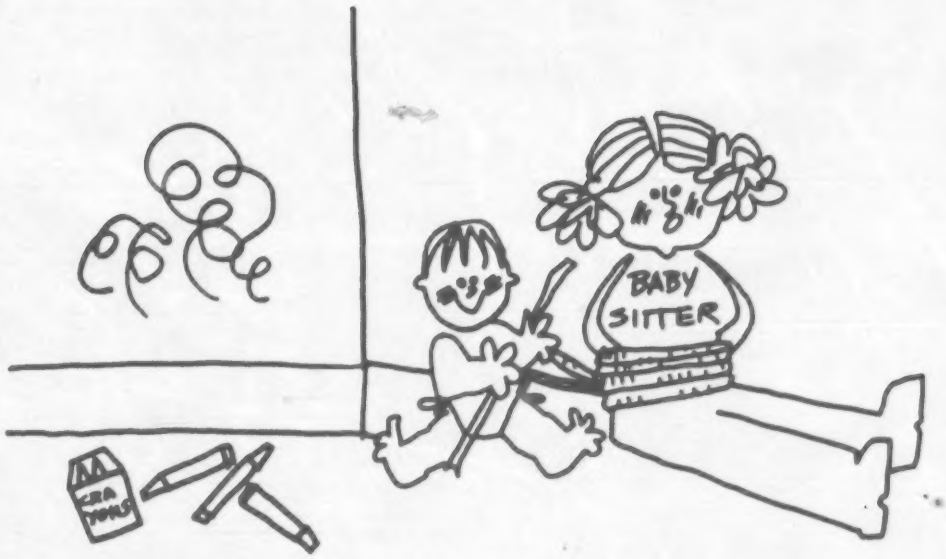
Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.

Relatively few women have been offered positions of responsibility. But when given these opportunities women, like men, do cope with job responsibilities in addition to a personal or family responsibility. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.

The employment of mothers leads to juvenile delinquency.

Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

These studies indicate that it is the quality of a mother's care rather than the time consumer in such care which is of major significance.



Men don't like to work for women supervisors.

Most men who complain about women supervisors have never worked for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

In another survey in which 42 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

May 1974 (revised)

The values to be gained from eliminating this sort of *sex role stereotyping* have been recognized and emphasized by increasing numbers of people in recent years. Both women and men deserve job satisfaction, responsibility, and opportunities for personal growth. The elimination of *sex role stereotyping* will enable both women and men to lead fuller, happier lives.

TWENTY FACTS ON WOMEN WORKERS*

1. Nine out of ten girls will work at some time in their lives.

2. A majority of women work because of economic need. About three-fifths of all women workers are single, widowed, divorced, or separated, or have husbands whose earnings are less than $7,000 a year.

3. More than 36 million women are in the labor force; they constitute nearly two-fifths of all workers. About 4.7 million women of minority races are in the labor force; they constitute more than two-fifths of all minority workers.

4. More than half of all women 18 to 64 years of age are workers.

5. About three-tenths of all women workers hold part-time jobs.

6. Women accounted for nearly three-fifths of the increase in the civilian labor force in the last decade.

7. Labor force participation is highest among women 18 to 24 and 35 to 54 years of age; the median age of women workers is 35 years.

8. The more education a woman has, the greater the likelihood she will seek paid employment. Seven out of ten women 45 to 54 years of age with 4 or more years of college are in the labor force.

9. The number of working mothers (women with children under 18) has increased ninefold since 1940. They now number 13.6 million, an increase of 4.1 million in the last decade.

10. The 5.1 million working mothers with children under 6 in 1974 had 6.1 million children under 6; the estimated number of licensed day care slots is 1 million.

11. Women workers are concentrated in low-paying dead end jobs. As a result, the average woman worker earns less than three-fifths of what a man does, even when both work full time year round.

*U.S. Department of Labor, Employment Standards Administration, Women's Bureau, Washington, D. C. 20210.

12. Unemployment was lowest for white adult males (6.7 percent) and highest for minority teenage girls (38.2 percent) in April 1975.

White adult women	7.6 percent
Minority adult women	10.7 percent
Minority adult men	12.6 percent
White teenage girls	15.2 percent
White teenage boys	18.1 percent
Minority teenage boys	37.6 percent

13. Among all families, about 1 out of 8 is headed by a woman; 1 out of 3 black families is headed by a woman. Of all women workers, 1 out of 10 is a family head; 1 out of 5 minority women workers is a family head.

14. Among all poor families, more than 2 out of 5 are headed by women; almost 2 out of 3 poor black families are headed by women.*

15. It is frequently the wife's earnings which raise a family out of poverty. In husband-wife families, 15 percent have incomes below $5,000 if the wife does not work; 4 percent, when she does work.

16. The average woman worker is as well educated as the average man worker. Women as well as men have completed a median of 12.5 years of schooling.

17. Women are about two-fifths of all professional and technical workers but less than one-fifth of all nonfarm managers and administrators.

18. Women are 78 percent of all clerical workers but only 5 percent of all craft workers.

19. The median wage of full time year round private household workers was only $2,243 in 1973. Effective May 1, 1974, most private household workers were covered by Federal minimum wage and overtime legislation.

20. Fully employed high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school.

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*Classified as poor were those nonfarm families of four with total income of less than $4,540 in 1973.

Source: U.S. Department of Commerce, Bureau of the Census; U. S. Department of Health, Education and Welfare, National Center for Social Statistics; and U.S. Department of Labor, Bureau of Labor Statistics.

Activity 8*

In the past, men and women have been discouraged from even applying for certain jobs not only because of social traditions, but also because of the sexist indicators incorporated in the job title or job name. For instance, it is possible that not many women felt comfortable in applying for a job labeled "fireman", and there probably weren't many men willing to answer an ad for a "maid".

In a revision of their Occupational Classification System, the U.S. Census Bureau has changed the titles of many jobs to eliminate sex stereotyping. Below is a list of job titles which need revision to eliminate the sex indicators. Create a new title for each one listed, remembering to make it equally appealing to men and women.

I.

1. telephone repairman
2. stewardess
3. railroad conductor
4. commercial fisherman
5. maintenance man
6. maid
7. fireman
8. chairman
9. mailman
10. waitress

II. As a group, name 10 jobs in your community which have not been held or performed by one of the sexes.

*Adapted from an exercise in "Supplement to Trends: A Career Guidance Module." Smith, G.N. Mead, Arizona, Public Schools, 197, p. 160.

Activity 8

I. Encourage participants to avoid over-use of the word "person" in eliminating sex indicators in the job titles listed. This activity will produce the greatest variety of responses if participants work alone or in pairs.

II. The list of job titles in Part I may help the group get started in naming jobs in your community not previously held by one of the sexes. Encourage the participants to think of jobs other than those previously mentioned in Part I if possible.

C. LEISURE-RELATED VALUES, NEEDS, AND ABILITIES

The amount of free time available to the average worker has expanded rapidly during the 20th century, as evidenced by the following comparisons between the year 1890 and the late 1960's:

1. An employed worker in the late 1960's had over 1,200 hours per year more nonworking time than her/his 1890 counterpart.

2. Most of the increase in free time has come from a shortened workweek which decreased from an average of 61.9 hours in 1890 to an average of 40.5 in the late 1960's (and probably even less today).

3. Paid holidays increased by an average of 32 hours between 1890 and the late 1960's.

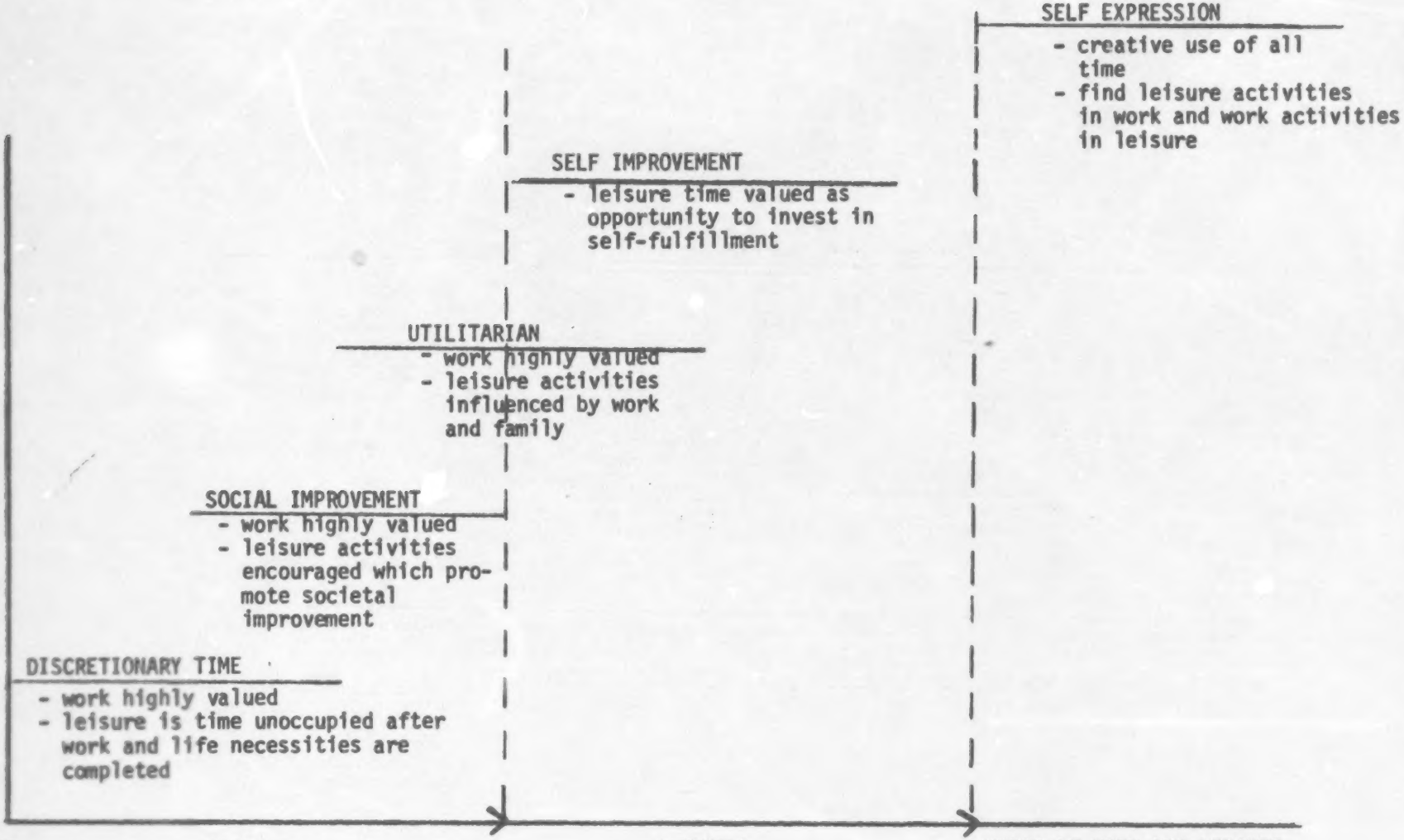
4. Paid vacations increased by an average of 48 hours between 1890 and the late 1960's.

5. Paid sick leave increased by an average of 40 hours between 1890 and the late 1960's.

6. Given the life and work years expectancies of the late 1960's, the number of nonworking years had increased by approximately nine for males at birth (comparable data were not available for females). (Kreps, 1968, p. 36.)

1. Leisure Concepts

People tend to conceptualize leisure in varied ways, depending on their personal commitments and value systems. Figure 5 identifies several of the major concepts of leisure and indicates what value system is dominant in each concept.


SELF EXPRESSION
- creative use of all time
- find leisure activities in work and work activities in leisure
SELF IMPROVEMENT
- leisure time valued as opportunity to invest in self-fulfillment
UTILITARIAN
- work highly valued
- leisure activities influenced by work and family
SOCIAL IMPROVEMENT
- work highly valued
- leisure activities encouraged which promote societal improvement
DISCRETIONARY TIME
- work highly valued
- leisure is time unoccupied after work and life necessities are completed
CONCEPTS OF WORK AND LEISURE
DOMINANT VALUES
WORK
LEISURE
UNION OF WORK AND LEISURE

86

Figure : Work and Leisure - A Conceptual Framework

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One of the most dominant concepts of leisure defines it as discretionary time. People viewing life from this perspective identify leisure as the amount of time left over after completion of work and after all basic life requirements have been met. This view assigns great value to work and almost none to leisure. Actually, someone with a quantity of leisure time could easily become the object of scorn by anyone following the discretionary time concept who has a lesser amount of leisure time.

Others identify leisure time as an opportunity to improve society in areas of social need. VISTA and Community Action Programs are examples of some of the vehicles of social improvement employed by those who conceptualize leisure as an instrument of social change. Here again, work is highly valued. However, where the discretionary time concept views leisure as unoccupied time, the social improvement concept describes leisure as a time to work for the betterment of others. A recent study pointed out that as of the late 1960's, the tight labor market in Western Europe was resulting in flexible retirement policies and extended benefits as inducements to keep retirement-age workers on the job (Kreps, 1968). Among the Western Europe countries studied, no discernible decline in retirement age such as that noted in the United States in recent years was found. In fact, reduction in retirement age seemed to be low on the Western European workers' priority list

of desirable leisure preferences. Instead, they preferred a shorter work week, additional holidays, longer vacations, extended education or training periods, and postponement of the age at which people enter the work force. Thus, in certain Western European countries, what seems desirable is a more even distribution of work and leisure throughout one's entire life-span rather than an excess of free time concentrated in one stage of a person's life coupled with too little free time in others.

Those who conceptualize leisure as "non-work time" and value work as the basic rhythm of life may experience some frustrations from an increased amount of work-free time. The challenge for educators is to stimulate students to begin choosing and planning those activities that will give them satisfaction in their particular leisure environments. The achievement of satisfaction in one's leisure environment depends on early development of personal leisure-related skills, needs, values, and abilities with the leisure and recreational opportunities which are available. Leisure activities of childhood have been shown to affect directly the leisure pursuits of the same person as an adult. This involves understanding the values of recreational activities, knowing how to integrate one's leisure interests into one's overall life style, and knowing both the cost and the availability of various recreational opportunities and facilities in order to choose and plan for the leisure activities which are most fulfilling.

Activity 9

It is 4:30 on a Friday afternoon, and at the XYZ Company, most of the employees are thinking about what they are going to do after work tonight. Betty, who works in the typing pool and takes pride in the speed and accuracy of her typing, is looking forward to a dinner date and movie with her boyfriend. Sara, who works as a line foreman frequently goes home with a headache that she's sure is caused by the day-long clatter of conveyor belts, is looking forward to soaking in a hot bathtub and then curling up in bed with the book she's currently reading. Joe, a college student who works part time as a typist for the XYZ Company to help pay for his tuition, is going to start working on the history term paper he's been putting off but which is due Monday. Edna, Bill, and Dave are all sales managers who have just completed major sales they've been negotiating for the past several months; Edna is throwing a big party to celebrate, and Bill is looking forward to his regularly scheduled Friday night handball game with a friend. Dave is looking forward to going to bed early for the first time in several weeks, and he and his wife and children have planned to work in the yard and then go on a picnic together on Saturday.

1. Discuss the workers' Friday night plans in terms of what each of these individual's leisure activity choices tells you a) about the individual and b) about the individual's job.

Activity 9

Here are some more suggested questions which may prove helpful in leading the discussion about leisure-related values:

a. What needs are met by and what are the values of the Friday night activity planned by each person?

b. What can you tell about the demands of and the attitudes and feelings about each person's particular Friday night activity?

c. Are there factors which the person's leisure activity seems to have in common with the person's jobs? If so, what?

d. What types of activities do you think each person will plan for the rest of the weekend? Will these activities be similar to or different from the described Friday night activities? What makes you think so?

Below are several reactions which participants may have concerning the needs met by and values of each person's activity for her/him. Use these reponses as examples to stimulate group discussion if necessary.

a. Betty- relaxation, entertainment, socialization

b. Sara- recuperation, either escape through fantasy or opportunity for intellectual growth and learning, depending on what sort of book she's reading (purposely left ambiguous to stimulate discussion)

c. Joe- the group may decide that Joe's Friday night activity really doesn't meet any leisure-related need or have leisure-related value. (From the description given, it would seem that the activity will probably involve tension and frustration.)

d. Ed- excitement, break from routine, socializing

e. Bill- release of tension, maintenance of physical health (This could lead into a discussion of the relationship between physical health and mental health, of physical exertion as a release from and counterbalance to mental exertion and pressure.)

f. Dave- rest, opportunity to take part in family activities (This could lead into a discussion comparing the leisure activities of married and unmarried people, and of the different effects that family, home, and civic obligations and responsibilities have upon one's leisure activities, both pro and con.)

Other suggestions for facilitating this activity include the following:

This activity can be related back to the second introductory activity where definitions for "work" and "leisure" were listed. Ask the participants: "Of the various definitions and associations for "work" and "leisure" which were listed, which seem to be most important to each of these people?" This is a fairly open-ended question with no set answers, but obviously Sara probably does not find her work as satisfying as Betty, even though both do the same job. Sara probably has a more negative attitude toward her job than Betty does. Open-ended, although it would seem that Betty's and Sara's Firday night activities have little in common with their jobs; whereas Ed's activity and his job both involve a great deal of interpersonal interaction; and in Bill's case, a high level of competition is common to both his job and his activity. Open-ended, although if the group needs prompting it could be suggested that Ed may spend at least part of his weekend recuperating from his Friday night leisure activity; and once Sara has adequately recuperated from the psychological stresses her job seems to place on her, she may very well spend at least part of the weekend doing very active things (e.g., playing tennis) that contrast markedly with her Friday night activity.

NOTE:

The above suggestions are simply prompts to be used if needed; they are certainly not the "right" or "only" responses to the discussion questions. Somewhere during the discussion you should point out (if one of the participants doesn't make the point for you!) that people in similar jobs do not necessarily take part in the same types of leisure activities, and that the type of job one has does not necessarily determine what one does in one's leisure time.

As a follow-up to this activity, you might allow the participants to project for themselves what they might think would be typical of activities they would choose for their own Friday night. Questions that might be asked for this activity would be:

1. Would your leisure activities be with other people or by yourself?
2. Do you see your leisure as active or quiet? How would the activity level of your work effect the activity level of your leisure?
3. What people or places would be the central focus of your activity?
4. How much equipment, resources, money, or other people would you need to carry out your leisure activity?

2. Work and Leisure Interaction

Various job demands influence one's leisure activities. Just as job demands themselves vary, so do the specific ways in which those job demands influence the nature and extent of one's activities when not on the job. For many people, the demands of their job have a primarily restrictive influence on their leisure activities, because most people's work hours preclude day-time recreational activities, except on the weekend, and preclude extended late night hours. For other people, the demands of their jobs exert a strong prescriptive influence on their leisure activities because the nature of their work creates social obligations and dictates participation in certain "expected" leisure time activities.

Activity 10

Read the following two descriptions about Robert and Joe and then compare the correlations between their work and leisure activities.

Robert is 38 years old and has just been promoted to the position of financial vice-president in the prestigious bank where he has worked since earning his Ph. D. in economics several years ago. The bank is in a town in Virginia where Robert and his family moved after he was hired by the bank. Before he was hired, a senior vice-president made clear to Robert that the bank's officers participated actively in community affairs by joining the church of their choice, the local country club, and at least one of the civic or service organizations in town; all of which Robert did shortly after moving there. He now spends three or four evenings a week attending civic organization meetings, church committee meetings, or functions at the country club. In addition, he plays golf every Saturday and at least one afternoon a week with a group of the town's business and financial leaders.

Joe is 26 years old and is a computer programmer for a firm which contracts with a number of different organizations to handle all of their data processing needs. Joe works on a variety of assignments and usually has to meet deadlines often complicated by unforeseen programming problems arising at the last minute. Joe frequently spends the entire weekend working in order to meet a Monday deadline, or works most of the night on a problem that must be solved right away. Joe is unmarried, but since he has to get up at 6:30 a.m. in order to make it to work on time, he rarely dates during the week.

Activity 10

These are suggested questions. If the discussion veers, follow it. Don't feel restricted by or limited to the questions listed here.

1. What would you say is the major way in which the demands of Robert's job influence his leisure activities?

2. What is the major way in which the demands of Joe's job influence his leisure activities?

3. Can you think of other ways, not mentioned in these examples, in which job demands influence an individual's leisure activities?

4. In what ways do the demands of your job influence your leisure activities?

5. How much satisfaction do you feel Robert/Joe get from their leisure time?

The following are suggested answers for questions 1 and 2:

1. The demands of Robert's job have a prescriptive influence on Robert's leisure activities; e.g., it is expected and almost required that he join certain organizations, take part in certain activities (golf), and take part in those activities with certain people (business and financial leaders).

2. The demands of Joe's job have a primarily restrictive influence on Joe's leisure activities; e.g., the number of deadlines and crises situations that arise restrict the amount of time he has for any type of leisure activity. Also, having to be at work early in the morning puts certain restrictions on evening activities during the workweek.

Activity 11

It is interesting to experiment occasionally with new or different leisure-time activities in order to broaden your interests, to explore new possibilities for yourself related to your needs and abilities, or to further define and focus your interests on those activities which are particularly satisfying to you. (A) Discuss leisure activities which you currently enjoy. (B) Describe to the group at least one recreational or leisure-related activity in which you are not currently involved but which you think you would like to try or know more about. Find out what other people in the group know about that activity. (C) Describe to the group at least one recreational or leisure-time activity in which you would like to take part but in which the opportunity for participation is not readily available to you, either because the facilities for the activity do not exist in your area, or you do not have the time or money for the activity. Discuss as a group some possible ways of increasing the opportunities for participation in each activity described.

Activity 11

A. You can start the ball rolling by describing your own particular leisure activities, e.g., hobbies, sports, civic activities, reading, family and home activities, entertaining, etc. Suggested questions to keep discussion going may include the following:

1. What do you like best about each of your leisure activities?

2. Which of your leisure activities do you enjoy the most, and why?

3. Do you have any leisure time activities which you don't enjoy, and if so, what is it you don't enjoy about them? If you don't enjoy them, why do you participate in them?

4. Do your weekend leisure time activities differ greatly from your daily leisure time activities? If so, in what ways do they differ?

5. (For those participants who mention sports or hobbies among their leisure activities) how much does it cost to get started in that particular sport or hobby? What particular equipment or instruction do you need to get started? What are the on-going costs once you've "gotten into" the sport or hobby?

B. Serve as moderator and facilitator. One way for you to help facilitate this activity is to use yourself as an example and share some of your leisure time activities with the group. Share only as much as you are comfortable with and as much as seems to help the group get involved themselves without centering too much on yourself as a leader.

C. The following are listed as suggestions for increasing recreational opportunities if the group needs prompting:

1. Lobby for more city or neighborhood recreational centers with a wide range of facilities and no cost to residents of the area.

2. Lobby for more city, county, state, and federal parks.

3. Lobby for more factories, companies, and other employers to provide gymnasiums, swimming pools, showers, and other recreational facilities for the use of their employees, or even for use by the general public at certain times.

4. On a personal level, decide if there are ways in which you can plan for and make better use of your own time and money resources.

IV. STRATEGIES, SKILL OBJECTIVES AND APPLICATION OBJECTIVES

The quality of a career guidance program can be determined by examining several characteristics of the program. One of the most obvious indicators of program quality is the degree to which activities are coordinated with each other. It is important that career guidance activities be planned as an organized *program of activities*, and implemented on a systematic, sequential basis. Activities presented as parts of an unrelated or haphazard collection of role-determined services create confusion rather than provide an understanding of the world of work for the student. Activities must be organized in a developmental design to allow for achievement of certain prerequisite goals before more advanced goals are attempted.

Developmental Program

The quality of a career guidance program is also indicated by an examination of the *degree of student/staff involvement in program activities*. A comprehensive program must not only include activities designed so that most students can participate but also must provide some activities designed for involvement of selected students only.

Just as some activities should be designed so that most students can participate in them, some activities should be designed so that most staff members can supervise and direct them.

If all of the program activities are so specialized that only particular staff members can direct them, then the career

guidance program could easily become clogged. Fewer students would be able to receive the benefits of the program under these sluggish conditions.

A comprehensive program is characterized by a wide *variety of career guidance processes.* Courses, units, small group discussions, work experiences, individualized modules and individualized counseling are but a few of the basic career guidance process alternatives. To insure that processes are designed or selected on a systematic basis, attention must be given to a process model, such as the one depicted earlier in this manual. The model serves to emphasize the importance of including several types of processes in a program. Basically, there are four process systems -- Curriculum-Based Content and Strategies; Individual Development Responsibilities; On Call/ Responsive Services; and System Support Services. Page 70 depicts examples of the various systems and page 71 provides descriptive phrases of the systems.

PROCESS SYSTEMS FOR CAREER GUIDANCE GOALS

CURRICULUM BASED CONTENT STRATEGIES

Courses/mini courses
- P.E.C.E.
- D.P.E.
- PLACE
- LCDS

Units
- team approaches

Special Group Experiences
- VEG

INDIVIDUAL DEVELOPMENT RESPONSIBILITIES

Advisory system
Cooperative planning
Data bank/credentials
Contracts
- independent study/projects
- work experience
- volunteer groups

Exploratory
- testing
- projects
- activities

Teacher/student experiences

ON CALL/RESPONSIVE SERVICES

Career Guidance Center
Peer Counseling/support
Referral/consultation system
Differentiated staff
- on call
- individual counseling
- specialties

Groups
- rap
- special needs
- information

SYSTEM SUPPORT SERVICES

Staff development
- group-level/area
- individual activities

Needs Assessment
Orientation
Parent development
Evaluation
Community linkage/relations
Materials development
Environment
Placement Service
- entry
- summer
- follow up

PROCESS SYSTEMS FOR CAREER GUIDANCE GOALS

Curriculum Based Content & Strategies

- needs of youth/society
- guidance understandings and skills
- instructional goals defined
- integrated into curriculum
- systematic & comprehensive

Individual Development Responsibilities

- total life career concerns
- continuous involvement
- personalized methods
- accountability for each student
- in-school/out-of-school events

On Call/Responsive Services

- immediate availability
- unplanned needs
- variety of settings
- differential staffing
- individualized/group approaches

System Support Services

- basic system functions
- in service training
- materials/resource development
- student personnel responsibilities
- linkage/liason/consultation

The *quantity of processes* utilized in a quality career guidance program should be such that a team of career guidance personnel is required for implementation. *A career guidance team* may consist of counselors, teachers, career development specialists, administrators and others. It is reasonable to expect one person to effectively carry out several career guidance activities. However, without the help of others, the effectiveness of a single staff member in implementing a comprehensive program is limited. Team members can assume varying degrees of responsibility for selected aspects of the program and thus contribute greatly to program quantity and quality.

Shared Responsibilities

The remaining exercises and content are very important. They are designed to help you move from awareness to implementation. Activities are presented according to the basic elements of the process model to insure that your implementation plans and strategies are inclusive.

A. Curriculum Based

1. Strategy

The members of the career guidance team may work with members of the business community in their area to establish community-wide exploratory work experience programs providing real-life, on-the-job work experiences for all students. As outlined in the last section of this manual (Individual Development Responsibility), once these programs are established, each member of the career guidance team will be responsible for overseeing the exploratory work experiences of a certain number of individual students.

The work exploratory programs may take a variety of forms which will be determined by (a) the degree of student involvement in the work, (b) the form of student remuneration for the work, and (c) the time and length of student participation in the work:

(a) Degree of student involvement - different types include

(1) visitation - students follow closely and observe the job functions of workers in certain jobs but do not themselves take an active part in performing those functions.

(2) active participation - students are assigned certain actual job duties and are responsible for carrying them out under proper supervision and with appropriate instruction.

(b) Student remuneration - different types include:

(1) volunteer - students are not paid for their work.

(2) paid - students receive some sort of wage for their work.

(3) course credit - students receive a certain amount of course credit for their exploratory work experiences combined with fulfillment of some academic requirement such as a five-page paper describing each work experience (this can ben combined with either the volunteer or the paid options, and the employers can be provided with copies of sections or the entire student evaluation).

(c) Time and length of student participation - different types include:

(1) during school - one or two hours a week; one day per week for one quarter, etc.

(2) after school - an hour or more a certain number of times a week for a specified number of weeks.

(3) on weekends - every Saturday morning for a month.

(4) during vacations - during Christmas holiday rush at local department stores, for entire summer on temporary, full-time basis, or by special assignment.

Based on the large number of possible combinations of the above factors, each school system can design types of exploratory work experience programs best suited to its particular set of conditions and needs.

Following is a list of suggested steps to be taken in establishing community-wide exploratory work experience programs:

Sell the program

a. Prepare a rationale for presentation to local business people in enlisting their support for such programs. One way

of doing this is to hold a meeting of all members of the career guidance team in order to decide upon and discuss the points to be emphasized in talks with employers and in talks with students, and with parents. In the meeting, give members of the team the chance to role-play what they think such talks might be like and what questions and objections might be mentioned.

b. Decide upon a list of businesses to be contacted as possible participants in the exploratory work experience program. Again, this should be done by the career guidance team as a whole. Be specific in your list and include a variety of different types of organizations and employers.

c. Establish procedures to be followed in contacting the businesses:

1) Make an initial phone call to the Personnel Office of each organization in order to determine the appropriate individual to contact.

2) Make a phone call to the appropriately designated "contact person" in order to set up a meeting at the contact person's convenience to discuss the exploratory work experience program.

3) Inquire about the types of learning experiences available. Develop a learning task description form to help employees analyze the learning possibilities in their organization.

4) Write a follow-up letter of thanks to the contact person after your meeting. Include in the letter your understanding of the matters decided in the meeting and the next steps to be taken, and ask for the contact person's written verification.

d. Design a record-keeping system for keeping track of the response of each business contacted and the schedule of follow-up steps to be taken. Alternative record-keeping systems might include the following:

1) A card file with a separate record-card for each individual business.

2) A master ledger sheet with one line for each business and check-off columns across the top for the various steps to be taken.

e. Design a job exploratory experience checklist to be used by students in evaluating their exploratory work experiences. Other resource materials designed to prepare students for evaluating their on-the-job experiences might also be discussed. The job exploratory experience checklist may be designed either by the career guidance team alone or may be integrated into the regular class curriculum as an activity involving student opinion (providing the teacher with an already-developed checklist to use as a guide). Using the input from all of the different classes' checklists, a master checklist can be designed. Following are sample questions for inclusion in a job exploratory experience checklist:

1) What will my hours be like on this job?

2) Does this job require any special schooling?

3) Does this job require any special on-the-job training that I can't get in school?

4) In this job, will I be working primarily with people, with data, or with things?

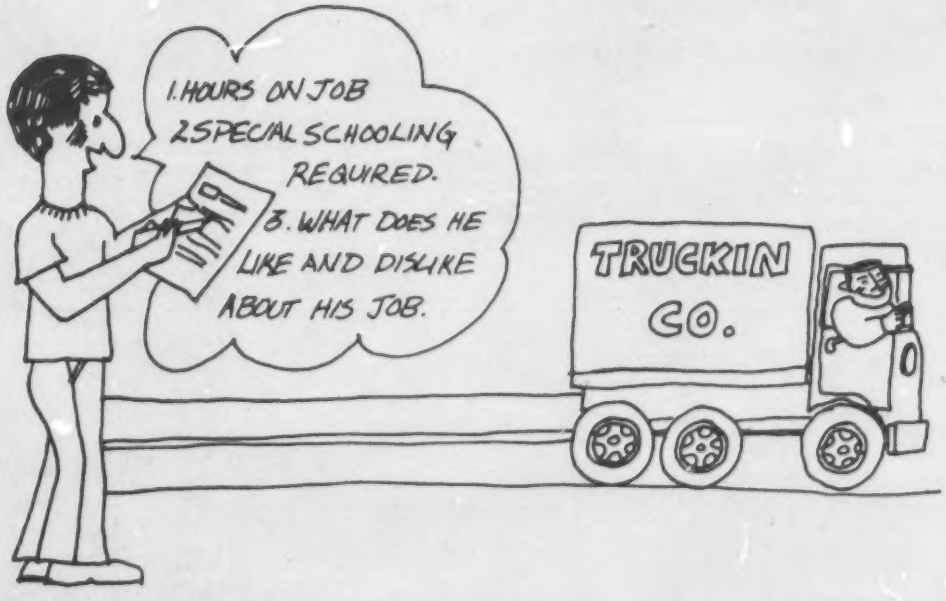
5) What are the opportunities for advancement in this job?

f. Design a plan for integrating into regular class time both preparation time and time for follow-up discussions of the exploratory work experience program. Suggested plans include:

1) Preparation - schedule class time for each student to share preliminary research which the individual has completed on the particular business in which she/he will be working or the specific job which will be performed.

2) Follow-up - schedule class time for each student to share actual experiences and feelings about the work and the workers.

Processing the Experience



2. Skill Objective

The participants will outline a rationale for enlisting the support of local business for exploratory work experience programs. The rationale will include at least two values of such programs for students and at least two values for participating employers. The workshop coordinator will certify that the statement of rationale meets the above criteria.

Skill Building Activities

The workshop coordinator will now guide you in some activities designed to help you meet the requirements of the above skill objective.

Activity 12

A. Brainstorming Session

B. Role Playing Session

You will now be given 30 minutes writing time for meeting the requirements of the skill objective. The procedure for certifying that you have met the requirements of the skill objective will be as follows:

C. Rationale Development

After writing for 30 minutes, you will exchange papers at random and will spend 15 minutes reading the paper you receive and writing your evaluation of the rationale presented in it. Make sure that the rationale does list at least two values of exploratory work experience programs for students and at least two values for employers. At the end of 15 minutes, discuss your evaluation with the person whose paper you read. Presumably you will all have written good rationales, since you will have kept and been able to refer to the lists you made and notes you took during the skill-building activities.

Rationale for Exploratory Programs

If any of you feel that the paper you read represents a particularly convincing rationale or contains points the group had not considered before, read selected parts of it to the entire group. After all discussion has been completed, give your papers and their corresponding evaluations to the workshop coordinator to read. The coordinator will then sign or initial each paper as "official" certification that you have successfully fulfilled the requirements of the skill objective. The materials will then be returned to you for use in your real-life community setting.

Activity 12

Divide the group into two teams, assigning one group to list all the reasons they can for the establishment of exploratory work experience programs, and assigning the other group to list all the reasons they can against the establishment of such programs. Give the two teams 15 minutes for these brainstorming sessions, and tell each participant to write down all of the reasons her/his team notes, because the two teams will eventually be exchanging lists. If the teams need help in getting started, one reason for the program would be to give students first-hand experience of what to expect in the world of work, and one reason against would be that their presence might prove distracting to some workers.

a) Brainstorming Session

After the 15 minutes are up, have the two teams exchange lists and then spend 15 minutes brainstorming a rebuttal to each of the reasons given by the other team. On the same sheet of paper have each team write their rebuttal next to the corresponding reason.

At the end of this second 15-minute period, have the participants return the original lists (which now contain the rebuttals as well) to their owners; and then spend between 30 minutes and an hour discussing as a group all of the reasons and rebuttals. The participants should add to their lists any additional reasons and rebuttals which come up during this discussion. The thrust of this discussion should be that the group as a whole will agree on (1) a number of reasons they consider to be persuasive and compelling for the program, and (2) a direct and compelling rebuttal to each of the reasons they think might be raised against the program. Remind the

participants that these lists will be helpful to them in meeting the requirements of the skill objective for this strategy.

b) Role-Playing Session

Now that the participants have had a chance to think of and discuss reasons both pro and con, role-play simulated experiences of what discussions with employers might be like. Ask for a volunteer to play the role of rationale-presenter and a volunteer to play the role of employer (or assign people if necessary). Give them a maximum of 10 minutes for their discussion. After that, have them switch roles if they like, or ask for another pair of volunteers. After a couple of exemplary role-plays have been completed, the group may pair off and play parts of presenter-employer.

Hopefully, the participants will be able to think of many values to students and employers in the exploratory work experience program. Ask them to discuss these values as a group. The following lists contain some suggestions in case they need help in getting started:

Values to Students

1) The program will give them first-hand experience of the world of work and what to realistically expect on a job.

2) The program will help them in making wise career decisions by evaluating their interests and abilities in relation to various jobs.

3) The program will inject variety and a sense of "the real world" into the school curriculum, providing a break from routine which will be stimulating and increase their motivation.

Values to Employers

1) The program will contribute to a favorable public image for the employer by showing her/his willingness to cooperate with the school system in providing exploratory job opportunities for students.

2) The program will be useful to employers in screening for and evaluating the abilities and potentials of possible future employees.

3) The students' written evaluations of their work experience will be useful to employers as an additional source of input to employers' ongoing management evaluations of their companies.

4) 4) The students will work hard, and their enthusiasm and fresh outlooks will have a positive and motivating influence on the other employees.

In addition, all of the student-related values will ultimately impact favorably on employers, perhaps not now, but when the students enter the job market in the future as regular employees. For example, students who have had the opportunity to find out "what it's really like" on a job will make better, more desirable employees because they will begin their employment with a realistic understanding of job expectations and responsibilities.

It should also be emphasized to employers that there are many possible variations of the exploratory work experience program, and that the career guidance team is commited to working with each employer on designing the variation or variations which are most convenient for the employer's particular business and which are tailored to that particular business's needs.

c) Rationale Development

Having gone through both a) the brainstorming-writing-discussion session, and b) the role-playing session, the participants should now be adequately prepared to fulfill the requirements of the skill objective by writing a rationale to present to employers in support of the exploratory work experience program.

3. Application Objective

The participant will list the exploratory work experience program which she/he feels will work best in her/his setting and will outline the steps to be taken in implementing that particular program.

Included in the outline will be all of the items listed on the attached Application Objective Checklist for Curriculum Based Strategy. The workshop coordinator will certify that the participant's outline meets standards related to each of those items, in accordance with the procedures under the following activity.

Activity 13

Application Activity for
Curriculum Based Strategy

You will be allotted 45 minutes' writing time for fulfilling the requirements of the application objective as described above. Use the attached Application Objective Checklist for Curriculum Based Strategy as a guide.

Product: - Exploratory Program Implementation Plan

At the end of the 45 minutes, you will exchange papers at random and will use the Checklist to make sure that the paper of the person with whom you exchanged does fulfill the requirements of the application objective. After you have completed your checking, discuss with that person any of the items on the Checklist which you feel have not been adequately addressed. As much additional time as necessary will be allotted for the sub-

sequent revision and checking of those items. This procedure should ensure the successful completion of all of the items by all of the participants.

After you and the person with whom you exchanged papers agree that both of you have successfully completed all of the items on the Checklist, give both papers and their corresponding Checklists to the workshop coordinator, who will check each paper against its corresponding Checklist and will then sign or initial each paper as "official" certification that each of you has met the standards set for successfully fulfilling the requirements of the application objective.

Activity 13

You should mediate in and attempt to resolve any disputes that arise between members of an exchange pair over the satisfactoriness of their response to any of the items. You will also be responsible for checking the extra paper if there are an odd number of people in the group, for responding to participants' questions about any aspect of the application objective or the procedure to be followed in meeting it, and for working with the participants on improving any responses which you find inadequate during your final evaluation.

APPLICATION OBJECTIVE CHECKLIST FOR CURRICULUM BASED STRATEGY

___ 1. Participant has cited the specific variation of exploratory work experience program which will work best in her/his particular community.

___ 2. Participant has included all of the following in her/his outline of the steps to be taken in implementing that particular program:

___ a. A plan for preparation of the rationale to be presented to local business people in enlisting support for the program.

___ b. A list of the businesses she/he intends to contact.

___ c. The procedures to be followed in contacting each of those businesses.

___ d. The record-keeping system to be used in keeping track of the response of each of the businesses and the schedule of follow-up steps to be taken with each business.

___ e. A list of at least four questions for recommended inclusion in a job exploratory experience checklist to be used by students in evaluating their exploratory work experiences.

___ f. A plan for integrating into regular class time both preparation for and follow-up evaluation of the exploratory work experience program.

Participant's Name: _____

Checked By: _____

Workshop Coordinator: _____

Date: _____

4. Other Strategies

In addition to the establishment of community-wide exploratory work experience programs for all students, mini-courses on various aspects of both work and leisure can easily be integrated into the regular classroom curriculum. Many of the workshop activities used in this manual may be adopted without change, or adapted as necessary, for use with students. Following are lists of additional work- and leisure-related activities suggested for use with students; many of these activities involve projects which can be included in the work and leisure resource center discussed in strategy section B (System Support Services):

Student-oriented activities

Activity 14

Work- and Leisure-Related Activities

1) Have students interview their parents or other adults about their jobs; tape, record or take notes on the interviews, and then report to the class on such things as what the people like and dislike about their jobs.

2) Have students spend at least one day (preferably longer) actually on the job with their parent(s) or other adults and then report to the class on their experiences.

3) Students interested in photography or film-making could take pictures or make a film of their parents or other adults at work (or draw, sketch, or paint a picture). They could then present their project to the class and discuss why they chose to photograph, film, or draw those particular activities or aspects of the job or work environment.

4) Have students interview an adult they don't know (e.g., classmate's parent); possible variations include: (a) someone in a job they think they'd like, (b) someone in a job they think they wouldn't like, (c) someone in a job they think they

know a lot about, (d) someone in a job they don't know anything about. Find out not only what the jobs entail and what the people like and dislike about them, but also the people's educational backgrounds, their job aspirations in high school and any changes since then, their job history since leaving school, and their learning experience in previous jobs that may have helped them in their present one.

5) From a master list of all students' parents, have students group them into categories of related occupations (related by whatever aspects the students choose), and then have student panels discuss the parent-interview results for each category, analyzing similarities/dissimilarities in parents' perceptions of their jobs.

6) Have panel or individual presentations by recent graduates of the school. These might focus on work experiences since leaving high school.

7) Make a deck of cards with one card for each parent represented in the class. Have students pick a card at random, spend a day on the job with the parent whose card they picked (including housewives) and then report to the class on their experiences.

8) Have the entire class visit various work settings (preferably in small groups so the visits do not disrupt the work setting, but have all visit the same place), and then have the entire class discuss the visit -- what they liked/disliked, learned, would like to find out more about, etc.

9) Present discussion panels composed of people from inter-dependent fields, e.g., medicine (include nurses, doctors, physical therapists, dieticians and nutritionists, "patient representatives", other health para- and professionals such as nurse practitioners, midwives, physicians' assistants, and hospital auxiliary and volunteer staff). Ask these people to discuss the interrelationships of their various roles. If possible, have students organize the panel, decide upon and research the types of professions to be represented, and contact the prospective participants.

10) From a student-generated list of activities (sports, hobbies, etc.), have each student draw one from a hat (or a deck of cards of the different activities), research it, and report to the class on it. Include in the report things like the time involved; the cost ("set-up" costs, equipment, and continuing costs), the characteristics of the activities (e.g., competitive or not, creative, self-expressive, team event or individual activity); the abilities required; the benefits to be gained (e.g., physical health from sports, increased vocabulary from crossword puzzles); and the rules, if any.

Activity 14

Mini Course Curriculum Based Strategy

The training manual contains many ideas of activities which could be used with students in the classroom to increase their understanding of work and leisure and the interaction of work and leisure. Allow the participants time to read through these and then discuss any concerns or questions they may have. Discuss and composite list.

B. System Support Services

1. Strategy

The members of the career guidance team may develop within the school a work and leisure resource center which contains a variety of (a) work-related resource materials, (b) leisure-related resource materials, and (c) resource materials related to the interaction of work and leisure.

a. Specific work-related resource materials located in the center could include at least the following:

1) The following job classification and description references:

a) The most recent edition of the Occupational Outlook Handbook (U.S. Department of Labor, Bureau of Labor Statistics).

b) The most recent edition of the Dictionary of Occupational Titles (U.S. Department of of Labor), Volume I, Definition of Titles; Volume II, Occupational Classification; and the Supplement.

2) A mini-library of other books, magazines, and other types of publications and materials on the subject of work. These could include purely academic works such as some of the references given at the end of this module, as well as the following:

a) The book Working by Studs Terkel.

b) The "Occupationa. Outlook Quarterly," which is issued to supplement the Occupational Outlook Handbook with articles on current developments in the occupational outlook field.

c) The "Monthly Labor Review," which is published by the U.S. Department of Labor and contains both statistical reports and special reports by experts on the changing social, economic, and employment scenes.

d) "Looking Ahead to a Career," a series of 52 slides compiled by the Department of Labor and showing today's occupational composition and changes expected in the years ahead. Included in the slides are charts on (1) current employment by occupationa and industry, (2) the effect of technology on jobs, (3) fields which look particularly promising for the future, and (4) changing educational and training re-requirements for various jobs. These slides are available for a small fee from the Bureau of Labor Statistics regional offices.

e) Other statistical reports, surveys, and publications of the Bureau of Labor Statistics, such as area wage surveys and analyses of selected labor force characteristics. Information about the various publications can be obtained by writing to the Bureau of Labor Statistics, U.S. Department of Labor, Washington, D. C. 20212 and asking to have one's name placed on their mailing list for announcements of new publications.

f) U.S. Office of Education publications such as the "Directory of Post Secondary Schools with Occupational Programs, 1971, Public and Private," which contains an occupational program index and lists those schools offering each type of specific occupational training.

g) Any publications of the state employment service, trade unions, professional societies, and employers' associations which the career guidance team decides would be useful student references.

3) A directory of local businesses that have agreed to provide any type of exploratory work experience for students. This can be arranged alphabetically, by type of business, or cross-indexed to include both arrangements. Included for each business should be a description of the specific types of work experience available to students.

4) A directory listing local women and men with non-traditional careers (e.g., female engineers, male nursery school teachers) who are willing to be contacted for discussions with students. This directory can be compiled as a joint student-career guidance team project: students can volunteer or be assigned to contact the local Chamber of Commerce, local business women's associations, the Personnel Offices of various businesses, and any other appropriate organizations in order to locate as many women and men as possible in non-traditional careers. Students' parents or any other familiar adults in non-traditional careers should certainly be contacted as well. This directory can serve as a source for people to contact on a variety of different panel discussion topics (e.g., the changing roles of women and men) as well as for discussions with individual students.

5) A repository of student-written reports and other types of student projects related to the world of work. Included here could be any or all of the following (see strategy section A, Curriculum Based, for a more detailed description of each of these):

   a) Copies of the job exploratory experience checklists which students complete during their exploratory work experiences.

   b) Copies of students' (1) preliminary research and (2) follow-up evaluations of their exploratory work experiences.

   c) A tape library of recorded interviews which students have held with parents or other adults about their jobs.

   d) A film library of photographs, slides, or films which students have made of various occupations.

   e) Any other student projects about jobs, such as paintings, poems, or whatever.

b. The specific leisure-related resource materials located in the center could include at least the following:

Center Content

1) Recreational activity classification and description references such as the Guide to Avocational Activities (revised 1972), Robert P. Overs, Ph. D., editor, published by the Curative Workshop of Milwaukee and University of Wisconsin-Milwaukee Rehabilitation Counselor Education Program.

2) A mini-library of other books, magazines, and other types of publications and materials on the subject of leisure. These could include academic and philosophical works such as some of those used as references for this module, as well as magazines such as Sports Illustrated and various crafts- or hobby-related publications.

3) A catalog of recreational and leisure-related organizations in the area (e.g., UW-YMCA's, city or other recreation departments, parks, health spas, etc.). This can be compiled as a joint student-career guidance team project, with students volunteering or assigned to find out about specific organizations. For each organization, the catalog should describe (a) the available facilities (e.g., gymnasium, swimming pool, sauna, tennis courts, handball/paddleball courts, jogging, track, trampolines, etc.) and (b) the types of programs offered at each (e.g., specific classes such as exercise or dance, as well as open recreation hours for public use of the swimming pool and gymnasium). The completed catalog might be printed for distribution beyond the work and leisure resource center (e.g., individual students or teachers might want to have copies of their own). In addition to the catalog itself, a city map may be posted in the work and leisure resource center, with the location of each of the recreational organizations or facilities marked, and numbered or coded in such a way that they can be identified by their correspondence to an accompanying key.

4) A catalog of volunteer opportunities available to students in the area (e.g., participating in volunteer projects in hospitals and various types of service organizations, working with older or younger

people, tutoring fellow students or others, providing peer counseling, etc.). Again, the catalog of volunteer opportunities might be compiled as a joint project involving both students and members of the career guidance team, with different people "researching" different volunteer opportunities.

Completely new volunteer opportunities may even be created as a result of this effort. For example, a group of student may decide that they would like to start a "dial-a-friend" service at the school, through which students can volunteer to spend some of their leisure time with other students who are looking for someone with whom to talk.

5) A large bulletin board on which students, teachers and all school personnel can post notices pertaining to leisure activities. The different types of notices might include the following:

   a) People interested in organizing group sporting events, hobby clubs, interest groups (e.g., a book group), outings, etc.

   b) People interested in teaching or leading a group activity, (e.g., a student who has learned how to belly dance might decide it would be fun to teach belly dancing to a group of her/his peers.

   c) People interested in sharing skills through an "activity co-op" on an individual tutoring basis (e.g., exchanging one guitar "lesson" for one bread-baking "lesson."

6) A repository of student reports and other projects related to recreational and leisure activities. Included here could be any or all of the following (see strategy A, Curriculum Based, for a more detailed description of each of these):

   a) Student "research reports" on various types of leisure activities.

   b) Student "diaries" of their own leisure activities and what they like about them.

c) A tape library containing recorded interviews in which students have discussed leisure activities with their parents or other adults.

d) A film library of student-produced photographs, slides, or films of various types of leisure activities.

e) Written reports, taped interviews, films or any other projects pertaining exclusively to the leisure activities of retired people.

f) Any other student projects related to recreational or leisure activities such as student essays on preserving our natural recreational facilities, such as our state and national parks.

c. In addition to separate resources related to each of the two areas of work and leisure, there should be a third set of resource materials related to the interaction of work and leisure. For example, a team comprised of both students and career guidance personnel may develop a catalog of jobs classified according to the amount and the distribution of leisure time typically associated with them (e.g., teachers usually have their summers off but devote considerable time at home during the school year to class preparation, whereas skilled laborers typically work almost year-round but may not work at home).

The value of such a work and leisure resource center resides in its centralizing a wide variety of different resources and types of information which will be useful to (a) students in planning for their own personal work and leisure environments, and (b) members of the career guidance team in counseling and advising students on matters relating to work and leisure.

The specific location of the work and leisure resource center will probably vary from one school to another, depending on the specific facilities available at each school. There may be space for the center within the area allotted to the career

guidance personnel; or perhaps with the approval of the school librarian, an area of the school library could be set aside and designated as the work and leisure resource center. In any case, the establishment of the center will probably have to be approved by the school administration.

Following is a list of suggested steps to be taken in establishing a work and leisure resource center:

a. Identify within your school a possible location for the work and leisure resource center. It should be accessible to both students and staff, but it should not disrupt any other school activities. Think of alternative locations as well.

b. Identify all the specific resources you would like to include in the center and a method for obtaining each of them. (1) some may already be on hand at the school, (2) some may be obtainable by writing to certain organizations or individuals, and (3) some may need to be specially created for your particular school and community setting (e.g., the catalog of volunteer opportunities available in the area).

c. Identify the appropriate administrative personnel (principal, school board, etc.) you need to approach in order to obtain permission to establish the work and leisure resource center. Arrange a definite time to meet with them about the project.

d. In addition to the appropriate administrative personnel, identify and arrange to meet with any support personnel whose help you will need in establishing the center, or who will be impacted by it in any way (e.g., you should talk with the school librarian if you would like to propose a section of the library as a good location for the center).

e. Prepare a written or oral presentation to be given to the administrative and support personnel whose permission or help you will need in establishing the work and leisure resource

center. Decide whether a written outline or an oral presentation is more effective in your particular setting. Perhaps you will decide that the most effective method is to (1) submit a written outline which thoroughly documents your plans for the center, and then (2) schedule a follow-up meeting to verbally discuss any points upon which further clarification is desired. Whichever method you use, include in your presentation all of the following:

1) Your reasons for wanting to establish a work and leisure resource center (e.g., its value both to students and to other school personnel for reference and planning purposes).

2) A suggested location for the center and at least one alternative location.

3) A list of the various resource materials you plan to include in the center: (a) work-related, (b) leisure-related, and (c) those which are related to the interaction of work and leisure.

4) Your recommendation on (a) hours during which the center would be open, and (b) procedures to be followed in accessing and using the various resource materials which are available (e.g., decide whether or not materials can be checked out of the center).

   Included here should be any recommendations you have on whether and what types(s) of additional support personnel would be required for staffing the work and leisure resource center. Perhaps students themselves would staff the center with supervision by the career guidance team.

Before proceeding to the skill objective and skill-building activities for this section, discuss any additional steps which you think are necessary in order to establish a work and leisure resource center in your school.

2. Skill Objective

The participant will prepare for the members of the school administration a written or oral plan for developing a work and leisure resource center in the school. The presentation will include (a) at least one value of such a center, (b) a suggested location for the center, (c) a tentative floor plan for the center, and (d) a list of at least three work and leisure related resources for recommended inclusion in the center. The workshop coordinator will certify that the proposed presentation meets these criteria.

Activity 15

Skill-Building Activities: Work and Leisure Resource Center

The workshop coordinator will now guide you in some activities designed to help you meet the requirements of the above skill objective. The total time allotment for these activities is one hour. After that, you will be allotted 30 minutes for preparing a presentation which meets the criteria of the skill objective.

A. Discussion

B. Brainstorming

C. Rationale Development

Decide whether a written or oral presentation would be be most appropriate in your particular setting. If you decide on a written presentation, spend the allotted 30 minutes writing as complete and convincing a presentation as you can. If you decide on an oral presentation, spend the allotted 30 minutes making an outline or writing whatever notes you feel would be useful to you in preparing for such an oral presentation.

At the end of 30 minutes, pair up at random with another participant. Take turns either reading each other's written,

or listening to each other's oral presentation and writing down your evaluation of it. Make sure that your partner has included all three points listed under Skill Objective. After reading or listening to your partner's presentation, pretend that you are the school administrator and ask as many questions as you can think of that pertain to the establishment of the work and leisure resource center. Work together on improving each other's written or oral presentation, and spend up to 30 minutes on this presenting/evaluating exercise. At the end of that time, give your written/oral presentation outline and notes, along with their corresponding evaluation by your partner, to the workshop coordinator. The coordinator will then read and sign or initial each set of materials as "official" certification that your presentation meets the criteria set for the skill objective. The materials will then be returned to you for use in your real-life presentation to your school administration.

Activity 15

Skill-Building Activities

a) Discussion

The System Support Services strategy section has already presented the participants with two values of a work and leisure resource center. Have the participants spend 15-30 minutes discussing:

1) these and any other values they can think of,

2) possible locations for the center, and

3) all the different types of resource materials to be included in the center.

b) Brainstorming Session

Then have them spend 15-30 minutes brainstorming the possible objections and questions that their administrators might have concerning the establishment of such centers. Tell them to be as specific as possible in thinking of things that their own respective school administration might ask. For each question or objection which is raised, have the group try to come up with a convincing or reasonable response. Following are suggested questions and responses in case the group needs help in getting started:

1) Administration Question: "You know what our school district's budget is like. How could we possibly afford to add even one more support staff person to run this resource center of yours?"

Participant Response: "The resource materials in the center lend themselves well to a self-service access system, and even to self-service check-out if we decide that materials can be removed from the center. Students could volunteer to spend their free

periods in the center to provide assistance and answer questions, or members of the career guidance team could take turns filling that function."

2) Administration Objection: "We can't have people running in and out of this resource center all day long; the whole thing presents too much of an administrative problem."

Participant Response: "There's no reason why the center has to be open all day long. I'm sure we can agree on certain times during the day, or even after school, when it would be convenient for the center to be open. Perhaps we could experiment with several different times until we find the times that are most convenient for students, staff, and administration."

c) Rationale Development

Having gone through activities a and b, the participants should now be able to prepare a presentation which will be convincing to their own particular school administration. Have each participant decide whether a written presentation, an oral presentation, or both would be most convincing in her/his particular setting; and then give them 30 minutes to prepare such a presentation. Remind them to include all three of the points listed under the skill objective above.

3. Application Objective

The participant will outline all of the steps necessary in order to establish a work and leisure resource center in her/his particular school. Included in the outline will be all of the items listed on the attached Application Objective Checklist for System Support Services Strategy. The workshop coordinator will certify that the participant's outline meets the standards related to each of those items, in accordance with the procedure described below.

Activity 16

Application Activity for System Support Services

You will be allotted 30 minutes' writing time for fulfilling the requirements of the application objective as described above. Use the attached Application Objective Checklist for System Support Services Strategy as a guide.

Product: Work-Leisure Resource Center Implementation Plan

At the end of the 30 minutes, you will exchange papers at random and will use the Checklist to make sure that the paper of the person with whom you exchanged does fulfill the requirements of the application objective. After you have completed your checking, discuss with that person any of the items on the Checklist which you feel she/he has not adequately addressed. As much additional time as necessary will be allotted for the subsequent revision and checking of those particular items. This procedure should ensure the successful completion of all of the items by all of the participants.

After you and the person with whom you exchanged papers agree that both of you have successfully completed all of the items on the Checklist, give both papers and their corresponding Checklists to the workshop coordinator. She/he will do a final check of each paper against its corresponding Checklist and will then sign or initial each paper as "official" certification that each of you has met the standards set for successfully fulfilling the requirements of the application objective.

Activity 16

Application Activity for System Support Services

Mediate in and attempt to resolve any disputes that arise between members of an exchange pair over the satisfactoriness of their response to any of the items. You will also be responsible for checking the extra paper if there are any uneven number of people in the group; for responding to participants' questions about any aspect of the application objective or the procedure to be allowed in meeting it; and for working with the participants on improving any responses which you find inadequate during your check of the papers.

APPLICATION OBJECTIVE CHECKLIST FOR SYSTEM SUPPORT SERVICES STRATEGY

Participant has included all of the following in her/his outline of the steps to be taken in establishing a work and leisure resource center in her/his particular school:

___ 1. The following details related to obtaining administration permission to establish a work and leisure resource center:

___ a. The name(s) of the specific administrative person or people with whom the participant must talk in order to obtain permission.

___ b. The name(s) of any support personnel whose approval or cooperation is necessary for establishing the center (e.g., the school librarian).

___ c. Specific times or dates when the participant should talk with the administrative and support personnel about the center (e.g., during the summer preceding the school year in which you propose to establish the center).

___ 2. A list of all the work-related resource materials proposed for inclusion in the center (participant should list at least three).

___ 3. A list of all the leisure-related resource materials proposed for inclusion in the center (participant should list at least three).

___ 4. The following details related to the development of those resource materials that must be created for the participant's particular location (e.g., the catalog of volunteer opportunities in the area):

___ a. A list of those resource materials (at least three; can include resources listed under items 2. and 3. above).

___ b. A description of the steps or the process necessary in order to create each of those resource materials.

Participant's Name: _____

Checked By: _____

Workshop Coordinator: _____

Date: _____

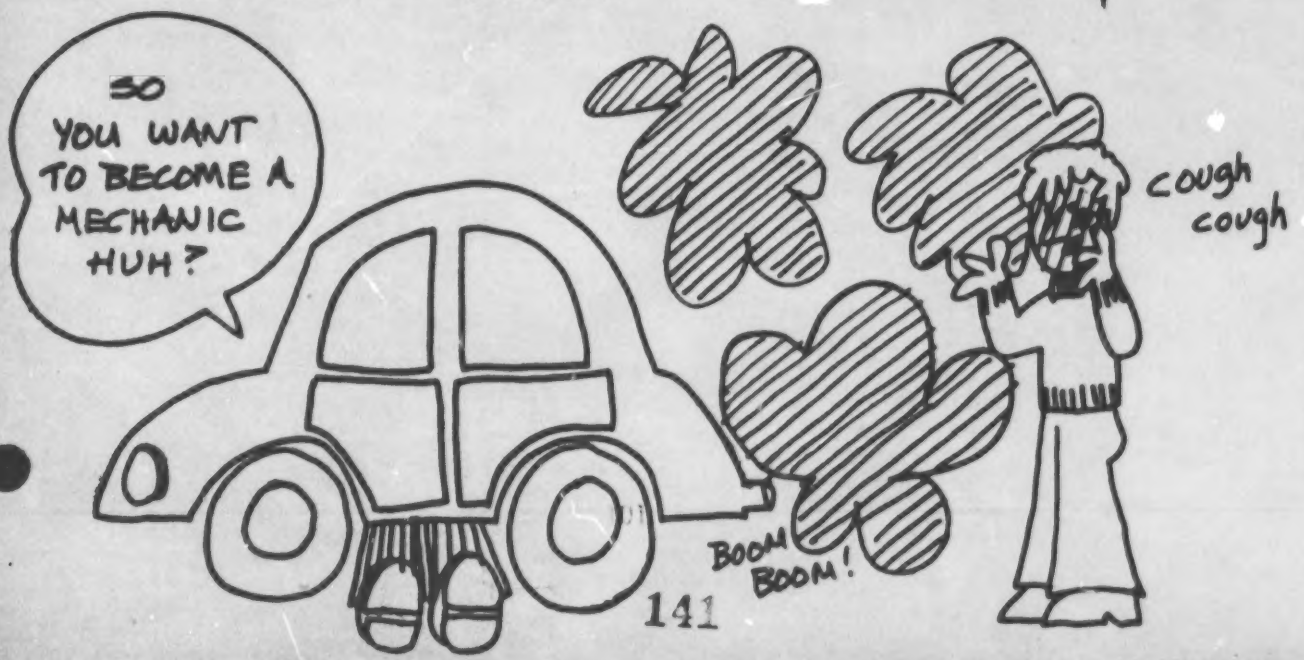
C. On Call Responsive Services

1. Strategy

The members of the career guidance team may develop an in-house staff resource and referral system which students can tap for assistance with specific work or leisure-related concerns. The basis for the system will be a "people resources" file which lists, for each staff member: (a) the specific areas in which she/he can provide work-related counseling on the basis of her/his own experience or credentials, and (b) the specific leisure-related activities in which she/he has an interest or experience.

Staff Resources

The value of this system is that not only will students be able to contact members of the career guidance team as needed for purposes of work or leisure-related counseling; but each student will also be able to identify and contact those staff members who have credentials, experience, or interests which are particularly relevant to the specific work or leisure-related concerns of the student.



Following is a list of suggested steps to be taken in developing an in-house staff resource and referral system for responding to students' work and leisure-related concerns:

a. Decide on the specific staff members who will be included in the "people resources" file. Will the file contain only counselors, or will all members of the career guidance team, teachers, administrators, and other school personnel be included?

b. Decide on the specific resource information to be collected from each staff member who will be included in the file. Information should be obtained for each of the following two categories:

1) Work-related - the specific areas in which each staff member can provide work-related counseling and guidance on the basis of her/his own experience or credentials. Relevant experience or credentials could include such things as: (a) previous jobs held, (b) friends or acquaintances in various occupations, (c) advanced academic training in such areas as vocational education, and (d) any other type of relevant training or experience such as participation in summer work at the local office of the U.S. Employment Service.[1]

2) Leisure-related - the specific leisure-related activities in which each staff member has an interest or experience. These should include such things as: (a) hobbies, (b) crafts, (c) sports (both participant-sports and spectator-sports), (d) civic groups, (e) volunteer activities, and (f) any other relevant interests, training, or experience such as participation in this workshop on work and leisure environments.

c. Decide on the manner in which the resource information will be collected from each of the staff members. Possible collection methods include: (1) personal interviews, or (2) mailed questionnaires.

d. Once the method of information collection is determined, design any forms (interview outlines or questionnaires) that are necessary. The forms should allow extra space for the staff members to add any information they consider relevant and not covered in the interview or questionnaire.

e. Design a schedule for obtaining the necessary resource information from each staff member, e.g., (1) interview all staff members during the first two weeks of the school year, or (2) mail a questionnaire to each staff member during the summer and follow up in September on any questionnaires not received by the time school starts.

f. Design a method for making the resource information available to students. The design should include provisions for both (1) storage, and (2) retrieval of the information as outlined below:

1) Storage:

   a) How the information will be stored on cards as in a library, or in folders in a file drawer.

   b) Where the information will be stored in the work and leisure resource center described in strategy section B (System Support Services), or in the office of one of the career guidance team members.

2) Retrieval:

a) How students can obtain the information - on a self-service basis, or by submitting a request for information to a member of the career guidance team.

b) When students can obtain the information - only during the hours when the work and leisure resource center is open, or at any time during regular school hours and during certain weekend hours.

Before proceeding to the skill objective and skill-building activities for this section, discuss any additional steps which you think would be necessary in establishing an in-house staff resource and referral system in your school.

2. Skill Objective

The participant will design an in-house staff resource and referral system for use in her/his particular school. The design will include (a) a description of the information to be obtained from each staff member, and (b) the method for making the information available to the students. The workshop coordinator will certify that the proposed design meets these criteria.

Activity 17

Skill-Building Activities

The workshop coordinator will now guide you in some activities designed to help you meet the requirements of the above skill objective.

a) Discussion - Resource Center Materials

b) Brainstorming - Center Operations

c) Center Design - At the end of the 30 minutes' writing time, you will exchange papers at random and will spend 15 minutes reading the paper you receive and writing down your evaluation of the design presented in it. Make sure that the design does include details for each of the two major points listed in the skill objective. At the end of the 15 minutes, discuss with your partner your evaluations of each other's papers. Keep in mind that a staff resource and referral system which will work in your school may not work as well in another school, and that the system you design for use in your particular school setting will not necessarily correspond in all respects to the system your partner designs for use in her/his school. If either of you feels that the other's system design is incomplete in any way, work together on improving it. After your evaluations are completed and both of you are satisfied with the systems you have designed, give your papers and their corresponding evaluations to the workshop coordinator for her/him to read. She/he will then sign or initial each set of

materials as "official" certification that your design meets the criteria set for the skill objective. The materials will then be returned to you for use in implementing the system in your real-life school setting.

3. Application Objective

   The participant will outline in writing the steps necessary for implementing the in-house staff resource and referral system in her/his particular school.

Activity 17

Skill-Building Activities

a) Discussion - Pesource Center Materials

Have the participants spend 10 minutes writing down all of the specific things they think they personally have to contribute to the "people resources" file for each of the two areas of work and leisure-related credentials, experience, or interests.

Then have them spend 10 minutes writing down all of the different categories and types of things they would ask other staff members about in the information-collection interview or questionnaire. Tell them to make two separate category lists, one for work-related categories and one for leisure-related categories. Suggestions for work-related categories include: previous jobs held, and specialized training in job counseling. Suggestions for leisure-related categories include: participant sports, spectator sports, hobbies, civic activities, and volunteer activities.

After the participants have listed both 1) their "personal" resources, and 2) the categories of resources they would ask other staff members about, have them pair up at random and take turns interviewing each other about their respective work-and leisure-related credentials, experience, and interests. Each should use her/his two category lists as a guide in asking questions when it is her/his turn to be the interviewer, and should write down her/his partner's responses. When both interviews have been completed, the partners should compare their "personal" resource lists against the categories the other person asked them about, to see if there are any categories which the other person left out. The partners should add any such categories to their

respective lists. Allow the participants 20 minutes for these interviews.

After all of the pairs have completed their interviews, have each pair read to the group all of the resource categories they finally listed. The workshop coordinator or a volunteer should write down all of the categories on the blackboard, and the participants should add to their own lists any additional categories which come up during this final discussion. Tell the participants to keep these lists, since they will be useful in meeting the skill objective for this section.

b) Brainstorming - Center Operations

This activity is actually organizational in nature. Divide participants into task forces. Each task force will be responsible for outlining specific operations for storage or retrieval functions. Some suggestions for both storage and retrieval have already been presented to them in the list of suggested steps for implementing this strategy. Also have the group discuss how the information should be indexed for retrieval (e.g., by person? by activity). One suggestion here would be to design as complete a cross-indexing system as possible: 1) have an index card for each person, listing all of her/his work- and leisure-related "resources", and 2) have an index card for each of the separate categories included under the general headings of "work" and "leisure" with each card containing the names of all the people who have "resources" that fall into that category.

c) Center Design

Having gone through activities a) and b), each participant should now be adequately prepared to meet the requirements of the skill

objective by writing out the design of an in-house staff resource and referral system for use in her/his major points listed in the skill objective. Allot them 30 minutes for this.

Activity 18

Included in the outline will be all of the items listed on the attached Application Objective Checklist for On Call Responsive Services Strategy. The workshop coordinator will certify that this outline meets standards related to each of these parts, in accordance with the procedure described below:

You will be allotted 45 minutes' writing time for fulfilling the requirements of the application objective as described above. Use the attached Application Objective Checklist for On Call Responsive Services Strategy as a guide.

At the end of the 45 minutes, you will exchange papers at random and will use the Checklist to make sure that the paper of the person with whom you exchanged does fulfill the requirements of the application objective. After you have completed your checking, discuss with that person any of the items on the Checklist which you feel she/he has not adequately addressed. As much additional time as necessary will be allotted for the subsequent revision and checking of those particular items. This procedure should ensure the successful completion of all of the items by all of the participants.

After you and the person with whom you exchanged papers are agreed that both of you have successfully completed all of the items on the Checklist, give both papers and their corresponding Checklists to the workshop coordinator. She/he will

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do a final check of each paper against its corresponding Checklist and will then sign or initial each paper as "official" certification that each of you has met the standards set for successfully completing the requirements of the application objective.

Activity 18

Application Activity for On/Call Responsive Services

Mediate in and attempt to resolve any disputes that arise between members of an exchange pair over the satisfactoriness of their response to any of the items. You will also be responsible for checking the extra paper if there are an odd number of people in the group; for responding to participants' questions about any aspect of the application objective or the procedure to be followed in meeting it; and for working with the participants on improving any responses which you find inadequate during your final check of the papers.

APPLICATION OBJECTIVE CHECKLIST FOR ON CALL RESPONSIVE SERVICES STRATEGY

____Participant has included all of the following in her/his outline of the steps to be taken in implementing an in-house staff resource and referral system in her/his particular school:

____1. A list of the specific staff members to be included in the "people resources" file.

____2. A list of the specific types of resource information to be collected from each staff member who will be included in the file. The list will contain the following two major categories with specific types of information listed for each:

____a. Work-related resource information (list at least two types).

____b. Leisure-related resource information (list at least four types).

____3. A description of the manner in which the resource information will be collected from each staff member included in the file (e.g., questionnaire).

____4. A description of any forms which must be designed for use in collecting the resource information.

____5. A schedule for obtaining the resource information from each included staff member.

____6. A description of the method to be used in making the information available to students. Included in this description are all of the following items:

____a. How the information will be stored (e.g., on cards).

____b. Where the information will be stored (e.g., in the work and leisure resource center).

____c. How students can access the information (e.g., self-service).

____d. When students can access the information (e.g., during hours when the work and leisure resource center is open).

Participant's name:_____

Checked by:_____

Workshop coordinator:_____

Date:_____

D. Individual Development Responsibility

1. Strategy

Each member of the career guidance team may designate the following responsibilities for a certain number of students: (a) to make sure the student has at least one exploratory work experience and one exploratory leisure experience during each year of her/his high school career, and (b) to help the student evaluate the effects of these experiences on her/his personal work and leisure plans and objectives.

Personalized Planning Assistance

The aim of all strategies included in the individual development responsibilities area is to ensure that every student has one member of the guidance team who assumes personal responsibility for helping her/him engage in and evaluate guidance-related experiences. The value of the particular strategy described above is that it provides for both (a) the ensuring of individual student participation in key guidance-related experiences (specifically, exploratory work and leisure experiences), and (b) the ensuring of student evaluation of those exploratory work and leisure experiences in relation to the student's personal plans and goals.

In implementing this strategy, it is important to provide the individual student with a variety of experiences, or at least to provide a series of logical progression of experiences which build upon rather than duplicate each other. The cumulative result of these experiences as the student progresses

through her/his high school career should be growth and development, not simply repetition and redundancy of similar experiences in different settings.

The guiding aim of the career guidance team members in helping students to evaluate their various exploratory work and leisure experiences should be to assist the individual student in relating each experience to her/his overall plans and goals, whether those plans and goals change over the course of the student's high school career or remain the same. Students should also be assisted in determining the relative roles played by each of their exploratory experiences in the shaping of those plans and goals.

Essential prerequisites for the establishment of this strategy in the school are the design and development of a monitoring system which will ensure that the strategy is in fact implemented. Three key requirements of this monitoring system are (a) effectiveness, (b) efficiency, and (c) minimal undesirable side effects. Each of these three requirements is discussed in more detail below:

a. Effective--An effective monitoring system is one in which the job definitely gets done. In the case of the individual development strategy described above, an additional stipulation in judging the effectiveness of the monitoring system is that it get the job done to the satisfaction of both the students and the staff. The monitoring system must provide

for every student in the school to be contacted by the member of the career guidance team to whom responsibility for that student's individual development has been assigned.

b. Efficient--Regardless of how effective any particular system may be, it must not be overly taxing in terms of either the time or the money required of the staff, the students, or the system itself. A monitoring system which effectively reaches every student but requires that the career guidance team members devote the majority of their time to it is obviously not the most efficient system. Thus a balance between effectiveness and efficiency must be achieved in the design and development of the monitoring system which is to be used.

c. Unanticipated side effects--The implementation of any type of system frequently produces unanticipated side effects, which may be of a negative nature, a positive nature, or both. Unfortunately, undesirable side effects usually cannot be

anticipated in advance and cannot be measured until the monitoring system has been in effect for a certain length of time. In the same way, unanticipated side effects result from the implementation of the monitoring system. In designing a monitoring system, attempt to anticipate both types of side effects, since they may strongly influence the way in which the system is initially received, as well as the final outcome of the system in terms of its overall effectiveness and efficiency. Two potential undesirable side effects to avoid are: (1) Some vitally important task may suffer from inattention because of the attention devoted to the monitoring system. (2) Some people may be alienated by this particular monitoring system. Conversely, as a desirable potential side effect of this particular system, certain people might become much more cooperative or more favorably disposed toward the school or the members of the career guidance team.

The three key requirements of a monitoring system discussed above lead directly into the skill objective for this section.

2. Skill Objective

> The participant will design a monitoring system to ensure that each student is reached by the individual development strategy. The design will include evidence that the system (a) will be effective (from both the students' and the staff's viewpoints), (b) will be efficient (in terms of system, staff, and student cost/effort), and (c) will produce few undesirable side effects (for the system, staff, and students). The workshop coordinator will certify that the proposed design meets these criteria.

Activity 19

Skill-Building Activity

a) The three following vignettes describe the individual development monitoring systems developed at schools A, B, and C. Read each one and then use the table which follows to rate each of the described monitoring systems in terms of its (a) effectiveness, (b) efficiency, and (c) the unanticipated side effects which it causes.

School A: The members of the career guidance team sent all students notices telling them who their individual development "supervisors" were. The students were also told to contact their career guidance team supervisor and arrange to meet with her/him in person after they had any type of exploratory work or leisure experience.

The career guidance team printed special forms attractively designed and appealing to students. The students were given a large stack of these forms and told to put one in their "supervisor's" box every week, indicating whether or not they were engaged in an exploratory work or leisure experience, or what if any plans they were making for such experiences. The weekly forms would in theory, remind the students to actually plan for and engage in their exploratory experiences.

As a result of this system, some students became particularly motivated, and began reminding their friends each week about the forms and urging them to become actively involved in the program.

School B: The members of the career guidance team got together and decided that they each knew a few students well and that they each would informally assume responsibility for the students with whom they had good rapport. They decided that the whole thing could be very casual and that there was no need to really formalize the system.

Every two weeks each member of the career guidance team would contact a subset of her/his "counselees." The team members would each have a little booklet in which they kept track of which students they had contacted and when. They would consult this booklet for determining when they should next follow up with each of their counselees.

The career guidance team members found that as a result of the individual development strategy they became even closer to

the students because the system involved them in discussing real-life experiences rather than general, distant plans. This increased closeness also carried over into areas other than work and leisure-related concerns.

School C: The members of the career guidance team obtained a roster of all the students in the school and used this master list to divide the students alphabetically into groups of equal size, one group for each team member. This assured that each student would be "covered" by the individual development strategy.

Once a week, each member of the career guidance team contacted each of the students in her/his group to see if they had had any exploratory work or leisure experiences, and if so, to discuss them. This contact was routinely made on the same day each week during the student's home room period.

At the end of a month, several of the home room teachers indicated displeasure because too much time was diverted from regular home room activities for this individual development contact.

Activity 19

Individual Development Responsibility Skill Objectives and Skill-Building Activity

a) Allot the participants up to 45 minutes for reading the three vignettes and completing their ratings for each of the three monitoring systems. Lead the discussion which follows that activity. Following are suggested ratings for each of the three systems:

School A:

Effectiveness - Fair; probably a little too haphazard, since all contact responsibility is placed on the students, with no provision for follow-up by the career guidance team members.

Efficiency - Probably too costly, since a great deal of emphasis is placed on the "attractively designed" forms.

Unanticipated side effects - Mixed; increased motivation was a positive side effect for some students but not for all.

School B:

Effectiveness - Probably depends on the size of the school. In a small school, an unstructured system such as this one would probably work well; but in a large school, there is a high likelihood that some students would be missed by this system.

Efficiency - Probably pretty good; doesn't seem to involve excessive time or money on the part of the staff, the students, of the system itself.

Unanticipated side effects - Good; produces very positive side effect of increased closeness between career guidance team and students.

School C:

Effectiveness - Good; it gets the job done, as all students do get contacted.

Efficiency - Fair; seems costly in terms of the amount of time involved each week.

Unanticipated side effects - Poor; produces negative side effect of antagonizing home room teachers.

b) Having gone through the reading/rating activity and the ensuing

discussion, each participant should now be adequately prepared to meet the requirements of the skill objective by designing and writing up a monitoring system to be used in implementing the individual development strategy in her/his own school setting. Remind the participants to include in their system design evidence for all three of the key requirements listed in the skill objective. Allot them 30 minutes writing time for this.

Student Exploration

Following is a suggestion for a possible student activity which the participants may use with their own students in the area of individual development monitoring:

1. Have each student keep an on-going log recording the experiences with leisure or work and personal reactions to each.

2. Prior to the experience, students would record their expectations and anticipations of the experience.

3. On first contact, the student should give his/her initial impressions and later the student may reflect upon the experience.

Format of the log could look like this:

Description of work/leisure experience:_____

_____

_____

1. Anticipation of Experience

   I think the experience will include_____

   _____

   _____

2. My initial impression was_____

   _____

   _____

While there I felt_____

_____

3. Upon reflection of this work/leisure experience I learned_____

_____

I think I personally would feel_____

_____

Another monitoring of an experience would be to keep a scrap book to include descriptions of job role, setting, people involved, work conditions etc. Pictures, brochures, job forms, personal reactions could be kept in the scrap book.

After completing your ratings, discuss as a group the monitoring systems developed by each of the three schools and your respective ratings of them.

b) The above activity was designed to help you in meeting the requirements of the skill objective for this section. You will now be allotted 30 minutes' writing time for meeting the requirements of that skill objective. The procedure for certifying that you have met the criteria of the skill objective will be as follows:

At the end of the 30 minutes' writing time, you will exchange papers at random and will spend 15 minutes reading the paper you receive and writing down your evaluation of the monitoring system presented in it. Make sure that the system design does include evidence for all three of the key requirements listed in the skill objective. At the end of the 15 minutes, discuss with your partner your evaluations of each other's papers. Keep in mind that an individual development monitoring system which will work in <u>your</u> school may not work as well in another school, and that the system you design for use in your particular school setting will not necessarily correspond in all respects to the system your partner designs for use in her/his school. If either of you feels that the other's monitoring system design is unsatisfactory in any way, work together on improving it. After your evaluations are completed and both of you are satisfied with the monitoring

systems you have designed, give your papers and their corresponding evaluations to the workshop coordinator for her/him to read. She/he will then sign or initial each set of materials as "official" certification that your design meets the criteria set for the skill objective. The materials will then be returned to you for use in implementing the monitoring system in your real-life school setting.

3. Application Objective

   The participant will outline in writing a plan for implementing the individual development strategy in her/his particular school. Included in the outline will be all of the items listed on the attached Application Objective Checklist for Individual Development Responsibility Strategy.

Activity 20

The workshop coordinator will certify that this outline meets standards related to each of these parts, in accordance with the procedure described below.

Procedure: You will be allotted 45 minutes writing time for fulfilling the requirements of the application objective as described above. Use the attached Application Objective Checklist for Individual Development Responsibility Strategy as a guide.

At the end of the 45 minutes, you will exchange papers at random and will use the Checklist to make sure that the paper of the person with whom you exchanged does fulfill the requirements of the application objective. After you have completed your checking, discuss with that person any of the items on the Checklist which you feel she/he has not adequately addressed. As much additional time as necessary will be allotted for the subsequent revision and checking of those particular items. This procedure should ensure the successful completion of all of the items by all of the participants.

After you and the person with whom you exchanged papers agree that both of you have successfully completed all of the items on the Checklist, give both papers and their corresponding Checklists to the workshop coordinator. She/he will do a final check of each paper against its corresponding Checklist and will

Product: Plan for Individual Advisory Program

then sign or initial each paper as "official" certification that each of you has met the standards established for successfully fulfilling the requirements of the application objective.

Activity 20

Application Objective for Individual Development Responsibility

Mediate in and attempt to resolve any disputes that arise between members of an exchange pair over the satisfactoriness of their response to any of the items. You will also be responsible for checking the extra paper if there are an odd number of people in the group; for responding to participants' questions about any aspect of the application objective or the procedure to be followed in meeting it; and for working with the participants on improving any responses which you find inadequate during your final check of the paper.

APPLICATION OBJECTIVE CHECKLIST FOR INDIVIDUAL DEVELOPMENT RESPONSIBILITY STRATEGY

_____Participant has included all of the following in her/his plan for implementing the individual development strategy in her/his particular school:

_____1. The number of career guidance team members to whom responsibility for the work and leisure-related individual development of a certain number of students will be assigned.

_____2. The number of students to be assigned to each career guidance team member.

_____3. The description of a method for assigning the students to the various members of the career guidance team.

_____4. A schedule for implementing the individual development strategy. Included in the schedule are all of the following points:

_____a. When to plan and set up the strategy.

_____b. When to contact the students initially.

_____c. When to schedule sessions for evaluation of each student's exploratory work and leisure experiences.

_____5. The description of a method for documenting the results of the student evaluations of their various exploratory experiences.

Participant's name:_____

Checked by:_____

Workshop coordinator:_____

Date:_____

V. SUMMARY OF WORKSHOP OBJECTIVES

The specific objectives for this manual are listed below:

A. Attitude Objective

The participant will demonstrate commitment to helping students (1) understand the interactions of work and leisure, and (2) determine and plan for the types of work and leisure activities best suited to their own personal values, needs, and abilities. The participant's commitment to these goals will be demonstrated by a willingness to participate in the workshop activities.

Performance Objectives

The participant will also demonstrate a positive attitude toward concepts presented in the module, e.g., the elimination of sex role stereotyping. The participant's positive attitude toward these concepts will be demonstrated by positive responses to items on an attitude survey assessing reactions to concepts and programs presented in the module.

B. Knowledge Objectives

The participant will be able to demonstrate understanding of job classification systems and the structure of the world of work by choosing two of the following categories and writing one paragraph for each, listing variations within that category and how jobs can be classified in terms of those variations. The categories are: (1) types of work activities, (2) types of worker characteristics, and (3) types of work environments.

The participant will be able to describe what a worker can

expect on a job by choosing three of the following factors related to job expectations and responsibilities and writing a paragraph for each describing at least one example of the factor and how that example would affect an individual's attitudes and reactions to a job. The factors are: (1) non-monetary and monetary compensation, (2) the meaning of work for the worker, (3) sex role stereotyping, and (4) how job demands influence leisure activities.

The participant will be able to demonstrate an understanding of the process students go through in identifying and matching their personal leisure-related values, needs, and abilities with available leisure and recreational opportunities. The participant will demonstrate an understanding of this process by (1) writing at least one leisure-related need and one leisure-related ability of her/his own and what she/he does to fulfill or match each of them in a particular location; and (2) listing at least three sources of information about leisure or recreational opportunities which are available to students in a particular location, and what she/he can do to help students find and use each of those sources in making decisions about their leisure activities.

C. Skill And Application Objectives

The participant will write a rationale for enlisting the support of local businesses for exploratory work experience programs. The rationale will list at least two values of such

programs for students and at least two values for participating employers. The workshop coordinator will certify that the statement of rationale meets the above criteria.

The participant will list the variation of the exploratory work experience program which will work best in her/his setting and will outline the steps to be taken in implementing the program in a particular community. Included in the outline will be a list of the businesses the participant intends to contact. The workshop coordinator will certify that this outline meets standards related to each of these parts.

The participant will prepare for the members of the school administration a written or oral plan for developing a work and leisure resource center in the school. The presentation will include (1) at least one value of such a center, (2) a suggested location for the center, (3) a tentative floor plan for the center, and (4) a list of at least three work and three leisure related resources for recommended inclusion in the center. The workshop coordinator will certify that the proposed presentation meets these criteria.

The participant will list the steps necessary to establish a work and leisure resource center. The plan will include (1) to whom one must talk in order to get permission and when one should talk to them, (2) a list of work-related resources to be collected, (3) a list of leisure-related resources to be collected, and (4) a list of and steps for developing those

resources, created for one's particular location (e.g., the catalog of volunteer opportunities in the area). The workshop coordinator will certify that this outline meets the standards related to each of these parts.

The participant will design an in-house staff resource and referral system for use in a particular school. The design will include (1) a description of the information to be obtained from each staff member and (2) the method for making the information available to the students. The workshop coordinator will certify that the proposed design meets these criteria.

The participant will outline the steps necessary for implementing the in-house staff resource and referral system in her/his particular school. Included in the outline will be (1) a schedule for obtaining the necessary resource information from each staff member and the manner in which it will be collected (e.g., questionnaire) and (2) a description of where the information will be stored and times during which students will have access to the information. The workshop coordinator will certify that this outline meets standards related to each of these parts.

The participant will design a monitoring system to ensure that each student is reached by the individual development strategy. The design will include evidence that the system will be effective (from both the students' and the staff's viewpoints) will be efficient (in terms of system, staff, and student cost/effort), and will produce few undesirable side effects (for the

system, staff, and students). The workshop coordinator will certify that the proposed design meets these criteria.

The participant will outline a plan for implementing the individual development strategy in the particular school. The plan will include the number of guidance personnel available; the number of students assigned to each and a method of assigning them; and a schedule for contacting the students, setting up the strategy, and scheduling sessions for evaluation of the students' work and leisure experiences. The workshop coordinator will certify that this plan meets standards related to each of these parts.

V. Summary Activities

Wrap-up Session

1. Go through the Reference section briefly and add any other sources you know of.
2. Summarize what has occurred and been accomplished during the workshop.
3. Answer any final questions the participants have, and lead the wrap-up discussion.
4. Finally, administer the postassessment attitude survey, collect the papers, and turn them in to the overall workshop coordinator.

POSTASSESSMENT ATTITUDE SURVEY

After all wrap-up discussion has been completed, check your response to each of the following statements. Then use the space provided to write down your overall reaction to the workshop and any other comments which you have.

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
1. The most important thing about any job is the salary.				
2. People in similar jobs almost always take part in the same types of leisure activities.				
3. Women function just as effectively in management and executive positions as men do.				
4. A well-written job description can tell you everything you need to know about a job.				
5. Men tend to work harder than women in the same job.				
6. It is possible to get satisfaction from both our work and our lesiure activities.				
7. Real-life, on-the-job work experiences probably wouldn't be very useful to high school students.				
8. The materials included in a work and leisure resource center would be useful to both students and other school personnel.				

Comments:

Attitude Scales

A. Work and Leisure Attitudes

Scoring Instructions:

Items 2, 3, 4, 5, 6, 7, and 10 should be scored 4, 3, 2, 1 for agreement; "strongly agree" is scored "4"; and "strongly disagree" is scored "1".

Items 1, 8, and 9 should be scored 4, 3, 2, 1 for disagreement, that is, "strongly disagree" is scored "4" and "strongly agree" is scored "1".

B. Postassessment Attitude Survey

Items 3, 6, and 8 should be scored 4, 3, 2, 1 for agreement; "strongly agree" is worth "4" points.

Items 1, 2, 4, 5, 7 are to be scored in the negative or reverse direction. Each "strongly disagree" response is worth "4" points.

C. Combined Scales

Total value reflects relative endorsement of positive work and leisure related attitudes.

Postassessment
Work and Leisure Environments - Key

1. T
2. T
3. F
4. F - Restrictive, not prescriptive
5. T
6. F - Before contact
7. F - Student reports are valuable ingredients
8. T
9. T
10. T
11. T
12. F
13. T
14. T
15. T
16. T
17. T
18. F - Non-evaluative
19. F
20. F
21. T
22. F - Also for faculty and community use
23. T
24. F
25. F

Postassessment
Work and Leisure Environments

Some of the following statements are true while others are false. Read each statement carefully and circle the "T" if the statement is true and the "F" if it is false.

T F 1. Since World War II there has been considerably more growth in service industries than in goods production.

T F 2. Systems such as the O.O.H. and the D.O.T. are useful as information-retrieval devices for finding out about a variety of jobs.

T F 3. A person's attitude toward work in general is not likely to affect his/her job satisfaction in particular.

T F 4. For most people, the demands of their jobs have a primarily prescriptive influence on their leisure activities, since their work hours restrict their freedom to take part in recreational activities.

T F 5. Finding satisfaction in one's leisure environment depends in part on identifying and matching one's own personal leisure related values, needs and abilities with leisure and recreational opportunities which are available.

T F 6. A rationale for community-wide exploratory work experiences should be prepared only after contacting local business people for their initial reactions.

T F 7. Student written reports and other projects prepared by students should be used with caution, if at all, as resources in a work and leisure center.

T F 8. A "people resources" file provides students with information and assistance from staff members with knowledge and experience in specific work and leisure related activities.

T F 9. In helping students evaluate personal experiences, the career guidance advisory team should aim to assist them in relating each experience to overall plans and goals.

T F 10. Increased urbanization and population growth are among the factors that have caused the rapid growth of service industries.

T F 11. The importance an individual places upon such things as mobility, preference of location, work environment, physical surroundings and social contact should affect his/her job choice.

T F 12. Fringe benefits are fairly standard from company to company due to the federal standards set by law.

T F 13. Sex role stereotyping and misconceptions have resulted in some employers thinking of men and women only in certain types of jobs.

T F 14. An organized set of contacting procedures and a record-keeping system should be established before approaching business leaders for participation in a work experience program.

T F 15. One function of the work-leisure center is to make volunteer opportunities known.

T F 16. A staff member with experience in a particular hobby or craft would be useful in a "people resources" file.

T F 17. The efficiency of a student development monitoring system can be determined by the amount of time and money required of staff, students, and the system itself.

T F 18. A job exploratory experience checklist is useful for teachers and employers in preparing and evaluating the student.

T F 19. In designing a monitoring system it is impossible to look ahead and try to determine positive and negative side effects.

T F 20. Job specialization seems to decrease with the growth in complexity and mechanization of major industries.

T F 21. Preparation and follow-up activities for the exploratory work program should be integrated into regular class time.

T F 22. The work-leisure resource center is designed by the career guidance team exclusively for student use in planning their present and future activities.

T F 23. Parents of students are a valid source of work-related information.

T F 24. For protection of confidentiality, information in the "people resources" file should be accessible only for students whose purpose has been cleared and approved by the staff member whose information he/she requests.

T F 25. Having students interview persons in jobs they themselves have no interest in or feel they wouldn't like is of little value.

Work and Leisure Environments Attitudes

Please respond to the following statements by checking your agreement or disagreement in the appropriate box to the right.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Educators have no reason to be concerned with the ways people use their leisure time.				
2. Teachers should share responsibilities for monitoring the individual development of students.				
3. Understanding the relationships among different jobs would help students make wiser curriculum choices and occupational choices.				
4. Students should understand the factors that influence their attitudes toward jobs.				
5. Awareness of personal values and abilities is a primary step in identifying suitable leisure activities.				
6. On-the-job work experience is a valuable exploratory aid for making students aware of their job interests and abilities.				
7. Community involvement, including involvement of local businesses and parents, can be integrated successfully into an exploratory work program.				
8. Work- and leisure-related classroom activities are of little value.				
9. Investment of time and energy in establishing a work and leisure resource center would be of little value in our school.				
10. Teachers in our school would be interested in providing information and in giving time and energy to a people resources file.				

Competency Self-Evaluation

Several functions in a career guidance program are listed below. Rate your competency for performing each function by placing the number to the left of each item that best describes how well you believe you would be able to do the task.

5 = I could train others to perform this function.
4 = I could do this satisfactorily without supervision.
3 = I could do this but would need some help.
2 = I could do this but only with close supervision.
1 = I am totally unprepared to do this.

___ 1. Develop objectives for student outcomes in the area of work and leisure.

___ 2. Organize a program of career guidance activities to achieve work and leisure goals for students.

___ 3. Outline important trends in the world of work and leisure.

___ 4. Develop instructional units for fusing work and leisure concepts into the basic subject matter areas.

___ 5. Develop awareness of sex role stereotyping in work and leisure.

___ 6. Monitor extent to which the career guidance program is being implemented to reach each student.

___ 7. Help students understand the relationships between leisure preferences and work.

___ 8. Prepare a detailed plan for a work-leisure resource center.

___ 9. Collect information, organize, and implement a "people resources" file.

Participant Reaction to Workshop Experience

Please give your frank reactions to the work-leisure workshop by responding to the following items. (Check only one response for each item.)

1. The leadership in the workshop was

___A. outstanding in all respects.

___B. generally very good.

___C. adequate but could have been better.

___D. quite mediocre needs much improvement.

___E. totally inadequate.

2. The workshop presentations were

___A. all clear and stimulating.

___B. usually interesting and easily understood.

___C. in general adequate but varied in quality.

___D. rather dull and boring.

___E. a waste of time.

3. The workshop content was

___A. highly and consistently relevant to the topic.

___B. usually easy to relate to work-leisure concepts.

___C. generally relevant but sometimes seemed far afield.

___D. quite difficult to associate with work-leisure.

___E. rarely related to the workshop theme.

4. This workshop experience was

___A. extremely valuable to me for my work.

___B. valuable for me.

___C. of varied value (some parts more valuable than others).

___D. of limited value to me.

___E. a total waste of time for me.

5. The procedures used in this workshop

___A. permitted a high level of participation and opportunities for personal growth.

___B. permitted some participation and an opportunity to introduce ideas and questions.

___C. were highly structured but did provide an opportunity to learn.

___D. permitted little participation and restricted opportunities for exploring concepts and practices introduced.

___E. structured what the leaders wanted and the participants could take it or leave it.

6. Compared with other workshops that I have attended, this workshop was

___A. outstanding - ranks with the very best.

___B. superior - better than most.

___C. average - not the best but not the worst.

___D. below average - most have been better.

___E. definitely inferior - few have been as bad.

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Appendix A

WELDERS AND FLAME CUTTERS

(D.O.T. 810, through 819.887)

Welding is one of the most common means of joining metal parts. Many of the parts in automobiles, spacecraft, airplanes, household appliances, and thousands of other products are joined by this process. Structural metal used for bridges and buildings is often welded. Most of the 40 or more different welding processes fall under three basic categories: arc, gas, and resistance welding. Arc and gas welding can be performed manually or by machine. Resistance welding is mainly a machine process.

Manual welders may do arc or gas welding, or both, and they may be either skilled or semiskilled. Skilled welders are able to plan and lay out work from drawings, blueprints, or other written specifications. They know the welding properties of steel, bronze, aluminum, and other metals and alloys. They also can weld all types of joints held in various positions (flat, vertical, horizontal, and overhead). Semiskilled manual welders usually do repetitive work: that is, production work which generally does not involve critical safety and strength requirements. They primarily weld surfaces in only one position.

Manual welders control the melting of metal edges by directing heat to the edges, either from an electric arc or from a gas-welding torch. In one of the most common arc welding processes, they first

"strike" an arc (create an electric circuit) by touching the metal with the electrode. They guide the electrode at a suitable distance from the edges, and intense heat caused by the arc melts the edges and the electrode tip. The molten metal solidifies to form a solid connection.

Gas welders apply an intensely hot flame to the metal edges. After the torch is lighted, valves are adjusted to obtain the proper flame for the particular job. Gas welders heat the metal with the torch and apply a welding rod to the molten metal to supply additional filler for the joint.

In production processes, especially where the work is repetitive and the items to be welded are relatively uniform, the welding, may be done by semiskilled workers who operate machines. For example, *resistance welding operators* (D.O.T. 813.885) feed and aline the work and remove it after the welding operation is completed. Occasionally, they may adjust the controls of the machine for the desired electric current and pressure.

Closely related to manual welders are *oxygen cutters* (D.O.T. 816.782 and .884) and *arc cutters* (D.O.T. 816.884). These workers cut or trim metals. Oxygen cutters melt the metal with a gas torch and cut it by releasing a stream of oxygen from the torch. Arc cutting differs from oxygen cutting because an electric arc is the source of heat. Oxygen and arc cutters also may operate a torch mounted on an electrically or mechanically-controlled machine which automatically follows the proper guideline.

Places of Employment

About 555,000 welders and flame cutters were employed throughout the country in 1972. Very few were women. About three-fifths of the total were employed by firms that manufactured durable goods, such as transportation equipment, machinery, and primary metals. Most of the rest worked for construction firms and repair shops.

The widespread use of the welding and cutting processes enables these workers to find jobs in every State. Most of the jobs, however, are found in the major metalworking area. In 1972, about half of all welders and cutters were employed in seven States -- Pennsylvania, California, Ohio, Michigan, Illinois, Texas, and New York.

Training, Other Qualifications, and Advancement

Generally, it takes several years of training to become a skilled manual arc or gas welder, and somewhat longer to become a combination welder (both arc and gas welding). Some of the less skilled jobs, however, can be learned in a few months of on-the-job training.

Training requirements for resistance-welding machine operators depend upon the particular type of equipment used: most of them learn their work in a few weeks. Little skill is required for most oxygen and arc-cutting jobs: generally, they also can be learned in a few weeks.

Young persons planning careers as welders or cutters need manual dexterity, good eyesight, and good eye-hand coordination. They should be able to concentrate on detailed work for long

periods, and must be free of any physical disabilities that would prevent them from bending, stooping, and working in awkward positions.

For entry into manual welding jobs most employers prefer applicants who have high school or vocational school training in welding. Courses in mathematics, mechanical drawing, and blueprint reading also are helpful.

Beginners often start in simple production jobs where the type and thickness of metal, as well as the position of the welding operation, rarely change. Occasionally, they are first given jobs as cutters and later move up to manual welding.

A few large companies offer welding apprenticeship programs that run as long as 8000 hours. Also, the U.S. Department of the Navy, at several of its installations, conducts 4-year welder apprenticeship programs for its civilian employees.

Programs to train unemployed and underemployed workers for entry level welding jobs or to upgrade welding skills were operating in many cities in 1972 under the Manpower Development and Training Act and other legislation. The training, which may be in the classroom or on the job, lasts from several weeks up to 1 year. Additional work experience and on-the-job training may qualify graduates as skilled welders in a relatively short time.

Before being assigned to work on boilers or other jobs where the strength of the weld is highly critical, welders may be required to pass an examination given by an employer

or government agency. New developments in some manufacturing industries are increasing the skills required of welders. This is particularly true in fields such as atomic energy or missile manufacture, which have high standards for the reliability of welds and require more practice work.

Welders may be promoted to jobs as welding inspectors, technicians, or foremen. A small number of experienced welders open their own welding and repair shops.

Employment Outlook

Employment of welders is expected to increase rapidly through the mid-1980's as a result of the generally favorable longrun outlook for metalworking industries and the wider use of the welding process. In addition to jobs created by employment growth, a few thousand openings will arise annually because of the need to replace experienced workers who retire or die. Openings will occur, also, as some welders transfer to other occupations.

Many more manual welders will be needed for maintenance and repair work in the growing metalworking industries. The number of manual welders in production work is expected to increase in plants that manufacture ships, boilers, storage tanks, and other structural-metal products. The construction industry will need an increasing number of welders as the use of welded steel building techniques expands.

Employment prospects for resistance welders are expected to continue to be favorable because of the increased use of machine resistance-welding in the manufacture of motor vehicles, aircraft and missiles, railroad cars, and other products.

The number of jobs for oxygen and arc cutters is expected to rise somewhat during the years ahead as the result of the general expansion of metalworking activity. The increased use of oxygen and arc-cutting machines, however, will tend to restrict growth in these occupations.

Earnings and Working Conditions

National wage data on welders and cutters are not available. However, data from several union contracts in the shipbuilding and fabricated structural metal products industries indicate that welders hourly earnings ranged from $3.85 to $4.90 in 1972. Cutters generally earn less than welders.

The standard workweek for welders and cutters is 40 hours. Many employers provide paid vacations and holidays, and additional benefits, such as life and health insurance, and retirement pensions.

Welders and cutters use protective clothing, goggles, helmets with protective lenses, and other devices to prevent burns and eye injuries. Although lighting and ventilation are usually adequate, they occasionally work in the presence of toxic gases and fumes caused by the melting of some metals. They are often in contact with rust, grease, paint, and other elements on metal surfaces. Operators of resistance-welding machines are largely free from the hazards associated with hand welding. An eyeshield or goggles generally offer adequate protectior to these workers.

Many welders and cutters are union members. Among the unions that organize these workers are the International Association of Machinists and Aerospace Workers; the Inter-

national Brotherhood of Boilermakers, Iron Shipbuilders, Blacksmiths, Forgers and Helpers; the International Union, United Automobile, Aerospace and Agricultural Implement Workers of America; the United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry of the United States and Canada; and the United Electrical, Radio and Machine Workers of America (Ind.). Only one labor organization -- the International Union, United Welders (Ind.), is known to be composed entirely of welders, employed largely in the aircraft industry on the west coast.

Sources of Additional Information

For further information on training and work opportunities for welders and flame cutters, contact local employers. Local offices of the State employment service also may have information about the Manpower Development and Training Act, apprenticeship, and other programs that provide training opportunities. General information about welders may be obtained from the State Supervisor of Trade and Industrial Education or the local Director of Vocational Education in the State or city in which a person wishes to receive training or by writing to:

The American Welding Society, 2501 N. W. 7th St., Miami, Florida 33125.

International Union, United Automobile, Aerospace and Agricultural Implement Workers of America, 8000 East Jefferson Ave., Detroit, Michigan 48214.

Appendix B

OCCUPATIONAL EXPLORATION CHECKLIST

The pages in this Checklist provide groups of questions about several aspects of any occupational opportunity. The topic for each group is listed in the upper right hand corner of each page.

These groups and questions attempt to cover the kinds of information you might want to gather on each opportunity you explore. Use these as ideas of appropriate information-seeking questions you might ask in order to collect information you need for planning your vocational goals.

When you have completed this Checklist, use it as long as you need it for your own decision making. Then, return it to your counselor or teacher so that a central "bank" can be made of all Checklists you and other students complete. Students would then be able to use any of the lists they need from this bank at any time.

The name of the specific occupational opportunity summarized is:

_____

_____

_____

_____ _____

Your Name Date You Completed This Checklist

NATURE OF THE WORK -- JOB DUTIES	SOURCES OF INFORMATION

A. Into which of these long-range goal families would this occupation fit? (Check the items which apply to this occupation)

____ Engineering, Physical Science, Mathematics, Architecture

____ Medical and Biological Sciences

____ Business Administration

____ General Teaching and Social Service

____ Humanities, Law, Social and Behavioral Sciences

____ Fine Arts, Performing Arts

____ Technical Jobs

____ Business, Sales

____ Mechanics, Industrial Arts

____ Construction Trades

____ Business, Secretarial-Clerical

____ General, Commercial Service, Public Service

B. What are some of the specific duties of persons engaged in this Occupation?

_____

_____

C. On the average, how much time is devoted to each duty each day? _____

_____

_____

D. How many hours are spent at tasks related to the occupation while the worker is off work?

_____

NATURE OF THE WORK -- JOB DUTIES	SOURCES OF INFORMATION
E. How many people work in this occupation while the worker is off work? _____	
F. What types of firms offer employment in this occupation? _____	
_____	
_____	
G. Which duties or tasks are the most intrinsically rewarding? _____	
_____	
H. Which tasks are the most frustrating?	
_____	
_____	

WORKER CHARACTERISTICS -- PREFERRED OR REQUIRED	SOURCES OF INFORMATION

A. What worker abilities are preferred or required for this occupation? (Check only one from each set of four choices.)

1. Verbal Reasoning -- ability to understand words and to use them effectively.

____ High ____ Low-Average

____ High-Average ____ Low

2. Numerical Ability -- ability to work with numbers quickly and accurately.

____ High ____ Low-Average

____ High-Average ____ Low

3. Abstract Reasoning -- ability to see relationships among things rather than among words and numbers.

____ High ____ Low-Average

____ High-Average ____ Low

4. Clerical Speed and Accuracy -- ability to see written or arithmetic details accurately and quickly - to avoid clerical errors.

____ High ____ Low-Average

____ High-Average ____ Low

5. Mechanical Reasoning -- ability to understand mechanical principles and devices.

____ High ____ Low-Average

____ High-Average ____ Low

WORKER CHARACTERISTICS -- PREFERRED OR REQUIRED	SOURCES OF INFORMATION

6. Space Relations -- ability to see and understand forms and relationships in space (in three dimensions).

____ High ____ Low-Average

____ High-Average ____ Low

7. Language Usage: Spelling -- ability to spell words correctly.

____ High ____ Low-Average

____ High-Average ____ Low

8. Language Usage: Grammar -- ability to distinguish between correct and improper grammar, punctuation, and sentence wording.

____ High ____ Low-Average

____ High-Average ____ Low

B. Which of these areas of interests usually contribute to worker success and satisfaction in this occupation? (Check as many items as apply to this occupation.)

____ Engineering, Physical Science, Mathematics, Architecture

____ Medical and Biological Sciences

____ Business Administration

____ General Teaching and Social Service

____ Humanities, Law, Social and Behavioral Sciences

____ Fine Arts, Performing Arts

____ Technical Jobs

____ Business, Sales

WORKER CHARACTERISTICS -- PREFERRED OR REQUIRED	SOURCES OF INFORMATION
____ Mechanics, Industrial Arts	
____ Construction Trades	
____ Business, Secretarial-Clerical	
____ General, Commerical Service, Public Service	
C. What activities are performed in this job which require successful workers to have certain physical attributes (appearance, health, body structure, lack of handicaps, or limitations)?	
____ Sedentary--a lot of sitting; lifting 10 pounds maximum, very little walking or carrying or standing	
____ Light to medium--lifting up to 50 pounds; or carrying up to 25 pounds	
____ Heavy to very heavy--lifting 50 to 100 pounds (or more) and carrying 25 to 50 pounds (or more)	
____ Involves climbing and balancing	
____ Involves stooping, kneeling, crouching, or crawling	
____ Involves reaching, handling, touching skills	
____ Involves ability to see clearly	
____ Involves mostly standing	
____ Involves mostly sitting	
____ Involves both standing and sitting fairly equally	
____ Involves considerable walking	
____ Demands an attractive, neat appearance	
____ Other physical demands (specify)	

WORKER CHARACTERISTICS -- PREFERRED OR REQUIRED	SOURCES OF INFORMATION

D. What activities does this job include which would relate to the need for a worker to have certain values and/or certain personal and social skills? (Check as many items as apply to this occupation.)

____ Involves helping other people

____ Involves working with others/dealing with people frequently and in depth

____ Involves working alone much of the time; no relationships to other people

____ Involves prestige; having the respect of people

____ Involves working in a pleasant surrounding

____ Involves a lot of job security; position will be available for a long time

____ Involves worker being his or her own boss, making own decisions

____ Requires attainment of particular goals, and good standards of achievement

____ Requires worker to carry out new projects; be creative

____ Involves giving orders to someone else and supervising their activities

____ Requires mostly taking orders from someone else who is helpful and considerate

____ Has many duties with frequent change

____ Requires repeating the same task many times

____ Involves opportunities for advancement

____ Provides opportunity to challenge worker's talents and mind

____ Requires performance in stress, risk, and difficult situations

WORKER CHARACTERISTICS -- PREFERRED OR REQUIRED	SOURCES OF INFORMATION
____ Requires responsibility and effort in carrying through on work tasks	
____ Involves working independently, using own ideas, making decisions after consideration of facts	
____ Requires consideration of the feelings of others; demands effective relationships with other people	
____ Requires that worker contributes to group activities; works well in group	
____ Other activities (specify) _____	

EDUCATION AND TRAINING -- PREFERRED OR REQUIRED	SOURCES OF INFORMATION

A. What levels of formal education are usually preferred or required for this occupation? (Check all items which apply to this occupation.)

____ Less than high school graduation (at least two years)

____ High school graduation

____ Post-high school courses, no degree

____ Junior college, associate degree required or preferred (two years)

____ Postgraduate vocational-technical training -- no degree (Specify) _____

____ Vocational-technical training (specify, include time necessary to complete the training) _____

____ Bachelor's degree (four years of college or university)

____ Master's degree (five to six years of college or university)

____ Postgraduate professional degree

____ Doctor's degree

____ Other (specify) _____

B. What training other than formal education is usually preferred or required for this occupation? (Check all items which apply to this occupation.)

____ Apprenticeship (specify amount of training time) _____

____ On-the-job training (specify amount of training time) _____

____ Business school (specify number of years) _____

EDUCATION AND TRAINING -- PREFERRED OR REQUIRED	SOURCES OF INFORMATION
____ In plant training (specify amount of training time) _____	
____ Essential experience in similar jobs	
____ Private instruction	
____ Other (specify) _____	
C. What high school subjects would a person going into this career find particularly useful?	
____ Commerical ____ Science	
____ General ____ History	
____ Industrial Arts ____ Geography	
____ Home Economics ____ Edonomics	
____ English ____ Psychology	
____ Mathematics ____ Art	
____ Health/Phys. Ed. ____ Music Appreciation	
____ Other (specify)	
_____	
_____	

WORK SETTING AND WORK CONDITIONS	SOURCES OF INFORMATION
A. In what geographical areas would I probably be located if I worked in this occupation? _____ _____	
B. What working conditions are usually associated with this occupation? ____ Mostly outside ____ Mostly inside ____ Both inside and outside ____ Worker exposed to extreme cold plus temperature changes ____ Extreme heat plus temperature changes ____ Wet and humid conditions ____ Noise, vibrations usual or frequent ____ Hazardous conditions usual or frequent ____ Dirt, dust, odor, or fumes usual or frequent ____ Work customarily done on weekdays, Monday - Friday ____ 35-40 hours week normal ____ Shift work usual ____ Overtime normal ____ Overtime unusual ____ Occasional weekend work ____ Frequent weekend work ____ Frequent night work ____ Work usually seasonal; seasonal layoffs occur	

WORK SETTING AND WORK CONDITIONS	SOURCES OF INFORMATION
____ Overtime often seasonal	
____ Occasional travel	
____ Frequent travel	
____ Other (specify)	
_____	
_____	

WAYS OF ENTERING AND ADVANCING IN THIS OCCUPATION	SOURCES OF INFORMATION
A. What are the typical procedures for entering this occupation? (Check all items which apply to this occupation.) ___ Direct application ___ Civil service examination ___ Other examination ___ School placement service ___ Professional society or association ___ Commerical employment agencies ___ Public employment agencies ___ Apprenticeship ___ Audition ___ Formal training program ___ Hobbies ___ Experience in related fields ___ Demonstrated talent ___ Other (specify) _____ B. Are there opportunities for advancement in this occupation? Is there a ladder of promotion? If so, what is it? _____ _____ _____	

WAYS OF ENTERING AND ADVANCING IN THIS OCCUPATION	SOURCES OF INFORMATION
C. If there are opportunities for advancement, what is the method or methods by which a person can advance in this occupation? (Check all items which apply to this occupation.) ___ Apprentice to journeyman to master ___ Seniority ___ Experience ___ On-the-job training ___ Additional education ___ Other specific qualifications needed for promotion (specify) _____ _____ ___ Examination (such as civil service for a higher level) ___ Demonstrated capability and initiative leading to promotion ___ Productivity	

SPECIAL REQUIREMENTS OR QUALIFICATIONS

SOURCES OF INFORMATION

A. Are there any special training requirements for this occupation? (If "yes", complete the details in this table.)

___ YES ___ NO

Length of Training Period	Type of Training Required
___ Short demonstration only	
___ Up to 30 days training	
___ Up to 3 months training	
___ Up to 6 months training	
___ Over 6 months training	
___ Up to 2 years	
___ From 2 to 4 years	
___ From 4 to 10 years	
___ Over 10 years	

B. Are there any special qualifications for this occupation? (Check all items which apply to this occupation.)

___ License (If so, specify what type, etc.)

___ Certification (If so, specify what type, etc.)

SPECIAL REQUIREMENTS OR QUALIFICATIONS	SOURCES OF INFORMATION
___ Union Membership (If so, specify what type, etc.) _____ ___ Other qualifications (specify) _____	

BENEFITS AND EMPLOYMENT OUTLOOK

SOURCES OF INFORMATION

A. If I took a position in this occupation, what might be my earnings range (1) immediately; (2) two years after I started; (3) five years after I started? (Check only one item in each column.)

	Immediately	After Two Years	After Five Years
Under $3,000	—	—	—
$3,000-3,999	—	—	—
4,000-4,999	—	—	—
5,000-5,999	—	—	—
6,000-6,999	—	—	—
7,000-7,999	—	—	—
8,000-8,999	—	—	—
9,000-9,999	—	—	—
10,000-10,999	—	—	—
11,000-11,999	—	—	—
12,000-14,999	—	—	—
15,000-17,999	—	—	—
18,000-20,999	—	—	—
21,000-24,999	—	—	—
25,000 up	—	—	—
Earnings often seasonal	—	—	—
Seasonal, summer only	—	—	—
No information received	—	—	—

BENEFITS AND EMPLOYMENT OUTLOOK	SOURCES OF INFORMATION
B. What fringe benefits do workers in this occupation usually have? (Check any items which apply.) ____ Paid vacation (How much time each year? ____) ____ Life and health insurance ____ Sick leave ____ Retirement plan ____ Bonuses ____ Commissions ____ Share-the-profit plans ____ Other special benefits (specify) _____	
C. What is the future employment outlook for this job? ____ Increasing ____ Stable--remaining at present level ____ Decreasing	
D. What factors affect changes in the employment outlook? _____ _____ _____	
E. How does the supply of workers who are qualified for occupation compare to the demand? _____ _____	

APPENDIX C

WOMEN WORKERS IN GEORGIA, 1970

U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
WOMEN'S BUREAU
WASHINGTON, D.C. 20210

WOMEN WORKERS IN GEORGIA, 1970

All Women Workers

Labor Force Status

During the sixties, the proportion of women in both the population and the labor force of Georgia increased considerably. The population of women 14 years of age and over rose by 24 percent between 1960 and 1970; the number of women workers increased by 40 percent.

In 1970 there were 730,033 women 16 years of age and over in the civilian labor force, accounting for 40 percent of all workers (table 1). About 45 percent of all women were workers. In addition, 5,075 girls 14 and 15 years of age were in the labor force.

More than 32,000 women workers were unemployed in 1970, creating a 4.4 percent unemployment rate. The rate for men was 2.4 percent.

Age

Women's participation in the labor force varied considerably by age. There was only about one-fifth (19 percent) participation among those 16 and 17 years of age, since most of these young women were in school during the census month. But in all the age groups between 18 and 64 years, there was participation of 44 percent or more, with the highest rates shown by women 22 to 24 years (58 percent) and 35 to 44 years (57 percent). The rate for those 65 years and over was 10 percent.

Education

Georgia women 25 years old and over had attained a median of 10.8 years of schooling. Nearly one-fifth (18 percent) of the women 16 to 64 years of age with less than 15 years of schooling had received some vocational training.

Marital Status

Three-fifths of the women workers in Georgia in 1970 were married and living with their husbands. Of all married women, about 442,000, or 45 percent, were in the labor force. Of the single, widowed, divorced, or separated women, more than 289,000, or 44 percent, were workers.

Note.--Unless otherwise indicated, data in this report are for April 1 and apply to persons 16 years of age and over.

Working Mothers and Family Heads

Forty-eight percent of all Georgia mothers with own children under 18 years of age were in the labor force in 1970, and these mothers represented 44 percent of the female work force. More than 187,000 mothers with children 6 to 17 years of age only, or 56 percent of all such mothers in the population, were in the labor force. About 136,000 mothers with children under 6, or 41 percent of those in the population, were workers.

More than 150,000 families, or 13 percent of all families in Georgia, were headed by women. Of the 42,525 women family heads with related children under 6, 60 percent were in the labor force. About 26,000 women with children under 6 headed families where incomes were below the poverty level;1/ 49 percent of these women were workers.

Occupations

Thirty percent of the employed women in Georgia were clerical workers (table 2). A smaller proportion (21 percent) were operatives, including transport, while 14 percent each were professional and technical workers and service workers outside the home. Private household workers (8 percent) made up the next largest group.

A slightly different pattern is presented by the proportion women were of all persons working in the various occupation groups. They made up 97 percent of the private household workers, 73 percent of clerical workers, 58 percent of service workers outside the home, 48 percent of operatives (except transport), and 46 percent of professional and technical workers (table 1). They were only 16 percent of all nonfarm managers and administrators, while their proportion was lowest (4 percent) among transport equipment operatives.

Of the 28,144 unemployed women who had worked during the last 10 years, 7 percent had been employed in professional, technical, or managerial work (table 2). Twenty-nine percent had worked as operatives (including transport), 23 percent had been employed as clerical workers, and 17 percent had been service workers outside the home.

Family Income

The mean income for Georgia families headed by women 14 years of age and over was only $5,119 in 1969, as compared with $9,491 for all families.

1/ The poverty level is based on the Social Security Administration's poverty thresholds, adjusted annually in accordance with the Department of Labor's Consumer Price Index. Classified as poor in 1969 were those nonfarm households where total money income was less than $1,840 for an unrelated individual; $2,383 for a couple; and $3,743 for a family of four. (The poverty level for farm families is set at 85 percent of the corresponding level for nonfarm families.)

More than 192,000 families, or 17 percent of all families, had incomes in 1969 below the poverty level. One-third of these poor families were headed by women. Of all families headed by women in Georgia, 42 percent had incomes below the poverty level.

Most (81 percent) of the 63,628 women family heads with incomes below the poverty level had related children under 18 years of age; 41 percent had children under age 6.

Black Women Workers

Labor Force Status

Black women made up almost one-fourth (24 percent) of Georgia's female civilian population and 26 percent of its female civilian labor force in 1970. Nearly half (49 percent) of all black women were workers (table 2).

Among all black workers, women were 47 percent. These women had an unemployment rate of 6.6 percent. The unemployment rate for black men was 3.9 percent.

Age

About 15 percent of black women aged 16 and 17 and 37 percent of those 18 and 19 were in the labor force. There was participation of 53 percent or more in all the age groups between 20 and 64, with the highest rate (65 percent) shown by women 25 to 34 and 35 to 44 years. The rate for those 65 years and over was 14 percent.

Education

Black women 25 years old and over had completed a median of 8.3 years of schooling. Among those 16 to 64 years of age with less than 15 years of schooling, only 14 percent had received some vocational training.

Marital Status

Forty-five percent of the black women who were single, widowed, divorced, or separated were in the labor force. Of those who were married with husbands present, 54 percent were workers.

Working Mothers and Family Heads

With a labor force participation rate of 59 percent, black mothers exceeded the participation rate of all mothers. For black mothers with own children under 6 years of age, the proportion in the labor force was 55 percent.

Of all black families, 28 percent were headed by women. Of the women family heads with related children under 6, 58 percent were workers. Among the 19,000 poor women family heads with children under 6, 51 percent were in the labor force.

Occupations

More than half (52 percent) of the black employed women in Georgia were in service work inside or outside the home (table 2). A much smaller proportion (20 percent) were operatives, including transport. Although black women were only 26 percent of all employed Georgia women, they were 90 percent of all women private household workers, 49 percent of women farm workers, 45 percent of women service workers outside the home, and 42 percent of women nonfarm laborers (table 3). On the other hand, they were only 18 percent of women professional and technical workers, 9 percent of women clerical workers, and 8 percent of women nonfarm managers and administrators.

Of the 10,972 unemployed black women who had worked during the last 10 years, 4 percent had had experience in professional, technical, or managerial work (table 2). Forty-nine percent had been service workers inside or outside the home, while 24 percent had been operatives (including transport).

Family Income

The mean income in 1969 for black families headed by women 14 years of age and over was only $3,819. For all black families, it was only $5,668.

Two-fifths of all black families (more than double the proportion of all families) had incomes in 1969 below the poverty level, and more than two-fifths (42 percent) of these poor families were headed by women. Of all black families headed by women, 60 percent had incomes below the poverty level. Most of the female heads of poor black families (85 percent) had related children under age 18; 46 percent had children under 6.

Spanish-Origin Women Workers

Labor Force Status

Women of Spanish origin in Georgia made up less than 1 percent (0.5 percent) of both the female civilian population and the female civilian labor force in 1970. More than two-fifths (41 percent) of all Spanish-origin women were in the labor force (table 2).

Thirty-eight percent of the workers of Spanish-origin were women, and these women had an unemployment rate of 6.5 percent. The unemployment rate for Spanish-origin men was 2.3 percent.

Age

One-fourth of Spanish-origin women aged 16 and 17 were in the labor force. There was participation of 41 percent or more in all the age groups between 18 and 64, with the highest rate (51 percent) shown by women 22 to 24 years of age. The rate for those 65 years and over was 8 percent.

Education

The median school years completed by women 25 years of age and over was 12.6 years. Seventeen percent of the women 16 to 64 years of age with less than 15 years of schooling had received some vocational training.

Marital Status

About 41 percent of the Spanish-origin women who were married and living with their husbands were in the labor force. The participation rate of those who were single, widowed, divorced, or separated was 42 percent.

Working Mothers and Family Heads

Nearly two-fifths (38 percent) of Spanish-origin mothers were workers. The labor force participation rate of those with own children under age 6 was 32 percent. Women headed 400 Spanish-origin families (6 percent of all such families), and 73 percent of these women were in the labor force.

Occupations

Spanish-origin women were less than 1 percent (0.5 percent) of all employed women in Georgia in 1970 (table 3). More (37 percent) were in clerical work than in any other occupation (table 2). The next largest proportion (23 percent) were professional and technical workers, while 12 percent each were operatives (including transport) and service workers outside the home. Only 4 percent were nonfarm managers and administrators.

Of the 220 unemployed Spanish-origin women who had worked during the last 10 years, 7 percent had had experience in professional, technical, and managerial work (table 2). About 54 percent had been employed as clerical workers and 27 percent as operatives (including transport).

Family Income

The mean income in 1969 of families headed by Spanish-origin women 14 years of age and over was only $5,128, while that of all families of Spanish origin was $11,500.

Nine percent of all Spanish-origin families had incomes in 1969 below the poverty level. Women headed 135 of these poor families. More than one-third (34 percent) of the 400 families headed by women of Spanish origin were poor. Nearly all (92 percent) of the Spanish-origin women family heads had related children under 18 years of age; 39 percent had children under 6.

Table.1.--Employment Status and Occupations of Employed Persons in Georgia, by Sex, 1970

(Persons 16 years of age and over)

Employment status and occupation	Total	Women	Men	Women as percent of total
Employment Status				
Civilian population	3,038,186	1,636,160	1,402,026	53.9
In civilian labor force	1,805,019	730,033	1,074,986	40.4
Employed	1,746,769	697,802	1,048,967	39.9
Unemployed	58,250	32,231	26,019	55.3
Not in labor force	1,233,167	906,127	327,040	73.5
Occupation				
Total	1,746,769	697,802	1,048,967	39.9
Professional, technical, workers	208,985	95,649	113,336	45.8
Managers, administrators (except farm)	147,325	24,187	123,138	16.4
Sales workers	121,058	43,422	77,636	35.9
Clerical workers	285,718	208,324	77,394	72.9
Craftsmen, foremen	242,292	13,386	228,906	5.5
Operatives (except transport)	292,549	140,428	152,121	48.0
Transport equipment operatives	72,716	2,991	69,725	4.1
Nonfarm laborers	91,020	8,741	82,279	9.6
Farmers, farm managers	28,925	1,672	27,253	5.8
Farm laborers, foremen	32,919	6,506	26,413	19.8
Service workers (except private household)	166,321	97,101	69,220	58.4
Private household workers	56,941	55,395	1,546	97.3

Source: U.S. Department of Commerce, Bureau of the Census: "Census of Population: 1970. General Social and Economic Characteristics, PC(1)-C12."

Table 2.--Labor Force and Occupational Status of Georgia Women, by Ethnic Group, 1970

(Women 16 years of age and over)

Labor force status and occupation	All women	Black	Spanish origin
Civilian Labor Force			
Number	730,033	193,140	3,671
Participation rate	44.6	48.6	41.2
Women as percent of all workers	40.4	1/46.7	2/38.3
Occupation of Employed			
Number	697,802	180,442	3,432
Percent	100.0	100.0	100.0
Professional, technical workers	13.7	9.5	23.0
Managers, administrators (except farm)	3.5	1.1	3.9
Sales workers	6.2	1.7	8.9
Clerical workers	29.9	10.2	37.1
Craftsmen, foremen	1.9	1.2	1.3
Operatives (including transport)	20.6	20.0	11.8
Nonfarm laborers	1.3	2.0	.4
Farm workers	1.2	2.2	.3
Service workers (except private household)	13.9	24.4	12.3
Private household workers	7.9	27.6	1.0
Last Occupation of Experienced Unemployed			
Worked during last 10 years	28,144	10,972	220
Percent	100.0	100.0	100.0
Professional, technical, managerial workers	6.7	3.7	7.3
Sales workers	6.9	3.1	5.9
Clerical workers	22.9	10.4	53.6
Operatives (including transport)	29.0	24.4	27.3
Other blue-collar workers	3.8	3.9	--
Farm workers	2.9	5.8	--
Service workers (except private household)	17.4	24.7	5.9
Private household workers	10.3	24.2	--

1/ Black women workers as percent of black work force.
2/ Spanish-origin women workers as percent of Spanish-origin work force.

Source: U.S. Department of Commerce, Bureau of the Census: "Census of Population: 1970. General Social and Economic Characteristics, PC(1)-C12."

Table 3.--Minority Women Workers in Georgia as Proportion of All Women Workers, by Occupation, 1970

(Women 16 years of age and over)

Occupation	All women workers	As percent of all women workers	
		Black	Spanish origin
Occupation of Employed			
Total	697,802	25.9	.5
Professional, technical workers	95,649	17.9	.8
Managers, administrators (except farm)	24,187	8.1	.5
Sales workers	43,422	7.2	.7
Clerical workers	208,324	8.8	.6
Craftsmen, foremen	13,386	16.7	.3
Operatives (including transport)	143,419	25.2	.3
Nonfarm laborers	8,741	41.5	.2
Farm workers	8,178	49.2	.1
Service workers (except private household)	97,101	45.3	.4
Private household workers	55,395	89.9	.1
Last Occupation of Experienced Unemployed			
Worked during last 10 years	28,144	39.0	.8
Professional, technical, managerial workers	1,891	21.3	.8
Sales workers	1,955	17.1	.7
Clerical workers	6,439	17.7	1.8
Operatives (including transport)	8,165	32.7	.7
Other blue-collar workers	1,070	39.6	--
Farm workers	820	77.4	--
Service workers (except private household)	4,901	55.4	.3
Private household workers	2,903	91.3	--

Source: U.S. Department of Commerce, Bureau of the Census: "Census of Population: 1970. General Social and Economic Characteristics, PC(1)-C12."

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